
ANNUAL PERFORMANCE REPORT

IDEA Part B



FFY 2008 (2008 – 2009)

Submitted 2.1.2010

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Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)

Overview of the Annual Performance Report Development:

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, AEA High School Reform Consultants, and the Learning Supports Advisory Team.

Consistent with comments in the FFY 2007 (2007-2008) Response Table from OSEP, for Indicator 1, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012).

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

The percent of youth with IEPs graduating from high school is a performance indicator, and states must align the targets for this measure to the measureable objectives for all students and subgroups used in the state's Accountability Workbook under the ESEA. After alignment, Iowa's targets for the remainder of this SPP range from 91.30% to 92.20%. Targets can be found in the section below titled: *Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010)*.

Graduation in the State of Iowa is defined as (1) a student who has received a regular diploma who completed all unmodified district graduation requirements in the standard number of four years, or (2) students receiving a regular diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability. Students who have finished the high school program but did not earn a diploma, or earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates (Iowa NCLB Accountability Workbook).

The Title I cohort graduation rate will be calculated and reported beginning with the 2010-2011 school year, consistent with federal requirements. Currently the graduation rate in Iowa is calculated using a four year cohort rate. Because a unique student identifier was available statewide beginning in 2004-05, we are currently able to calculate a four-year cohort rate for FFY 2007 (2007-2008) for the purposes of measuring state and district performance against the target. In order to measure improvement we also calculate a three-year cohort rate for FFY 2006 (2006-2007) and for FFY 2007 (2007-2008). The three-year cohort rate facilitates comparison in performance between the two time periods. In FFY 2008 (2008-09) a five-year cohort rate will also be available. Figure B1.1 presents state level three-year and four-year cohort data based on the cohort rate calculation.

The cohort rate is calculated as the number of on-time graduates in 2007-08 divided by the number of 9th graders in fall of 2004. Students who transfer in or out are excluded from the calculation, and students with IEPs are given additional time to graduate, per Iowa's NCLB accountability plan. The equation is shown below in Equation B1.1.

$$\left[\frac{n \text{ of on-time graduates in 2008}}{(n \text{ of 9th graders in fall 2004}) - (n \text{ of students transferred out}) + (n \text{ of students transferred in})} \right] * 100$$

Equation B1.1 Iowa Four-Year Cohort Rate FFY 2007 (2007-2008)

The three-year cohort rate is calculated using the same equation, but substituting 10th graders three years prior to the graduation year in the denominator for 9th graders. The equations used for the data presented below are shown in Equations B1.2 and B1.3.

$$\left[\frac{n \text{ of on-time graduates in 2008}}{(n \text{ of 10th graders in fall 2005}) - (n \text{ of students transferred out}) + (n \text{ of students transferred in})} \right] * 100$$

Equation B1.1 Iowa Three-Year Cohort Rate FFY 2007 (2007-2008)

$$\left[\frac{n \text{ of on-time graduates in 2007}}{(n \text{ of 10th graders in fall 2004}) - (n \text{ of students transferred out}) + (n \text{ of students transferred in})} \right] * 100$$

Equation B1.1 Iowa Three-Year Cohort Rate FFY 2006 (2006-2007)

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.

Actual Target Data for FFY 2008 (2008-2009):

Actual target data for Indicator B1 for FFY 2008 (2008-2009) are summarized in Figure B1.1.

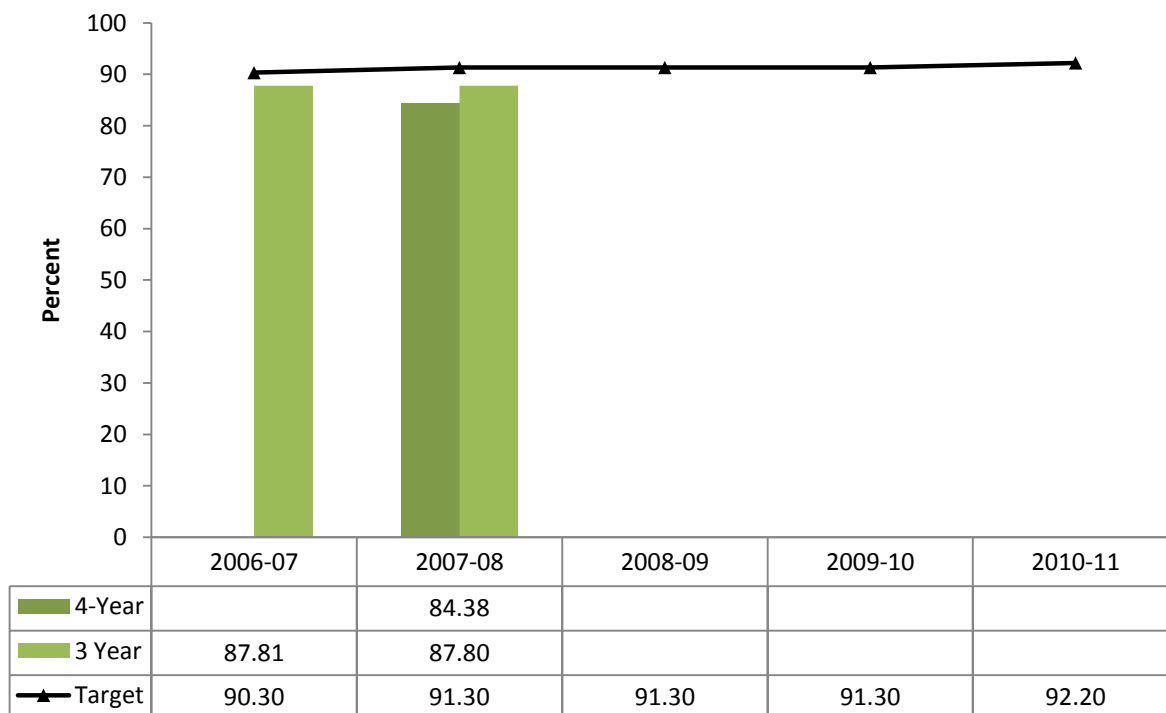


Figure B1.1. Percent of youth with IEPs graduating high school with a regular diploma based on a three-year and four-year cohort rate. Source. Iowa Department of Education Project EASIER, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).

As depicted in Figure B1.1, Iowa did not meet the target for Indicator 1 for FFY 2007 (2007-2008)¹. The actual data showed 84.38% of students with IEPs graduating high school with a regular diploma while the measurable and rigorous target was 91.30%. In order to determine if this represents progress or slippage from FFY 2006 (2006-2007) we use the comparison of the three-year cohort calculations. Figure B1.1 shows slippage of 0.01% from the prior fiscal year using the three-year cohort measure.

Table B1.1 provides numbers and percentages for each AEA and the State for: (a) Number of students with IEPs graduating with a regular high school diploma (b) Number of students in the cohort, (c) Number of students with IEPs transferring out of the cohort (d) Number of students

¹ Iowa is submitting data for FFY 2007 (2007-2008) in alignment with data submitted in the State Report Card for NCLB and the state's accountability workbook plan.

with IEPs transferring into the cohort², and (e) Percent of youth with IEPs graduating with a regular diploma for FFY 2007 (2007-2008). (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.1
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Four-Year Cohort Rate FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2008	356	677	325	428	667	1108	379	309	111	441	4801
(b) n of 9th graders in fall 2004	474	968	445	655	977	1672	514	490	178	642	7015
(c) n of students transferred out	67	160	67	126	225	317	87	102	43	131	1325
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	87.47	83.79	85.98	80.91	88.70	81.77	88.76	79.64	82.22	86.30	84.38

Source. Iowa Department of Education Project EASIER, FFY 2007 (2007-2008).

Table B1.2
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Three-Year Cohort Rate FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2008	351	673	326	416	651	1071	369	297	109	428	4691
(b) n of 10th graders in fall 2005	441	896	450	600	876	1446	482	400	164	592	6347
(c) n of students transferred out	48	132	76	102	159	223	66	65	35	98	1004
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	89.31	88.09	87.17	83.53	90.79	87.57	88.70	88.66	84.50	86.64	87.80

Source. Iowa Department of Education Project EASIER, FFY 2007 (2007-2008).

Table B1.3
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Three-Year Cohort Rate FFY 2006 (2006-2007)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2007	330	590	320	416	678	1020	357	297	108	381	4497
(b) n of 10th graders in fall 2004	417	783	416	596	898	1398	456	405	152	535	6056
(c) n of students transferred out	44	114	58	91	155	210	74	72	32	85	935
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	88.47	88.19	89.39	82.38	91.25	85.86	93.46	89.19	90.00	84.67	87.81

Source. Iowa Department of Education Project EASIER, FFY 2006 (2006-2007).

² Students transferring into the cohort were not accounted for prior to FFY 2008 (2008-2009), but are a part of Iowa's approved cohort graduation calculation under ESEA and will be accounted for in FFY 2008 (2008-2009).

Figure B1.2 depicts performance for each AEA and the State of Iowa in FFY 2006 (2006-2007) and 2007 (2007-2008), against the FFY 2007 (2007-2008) target of 91.30%.

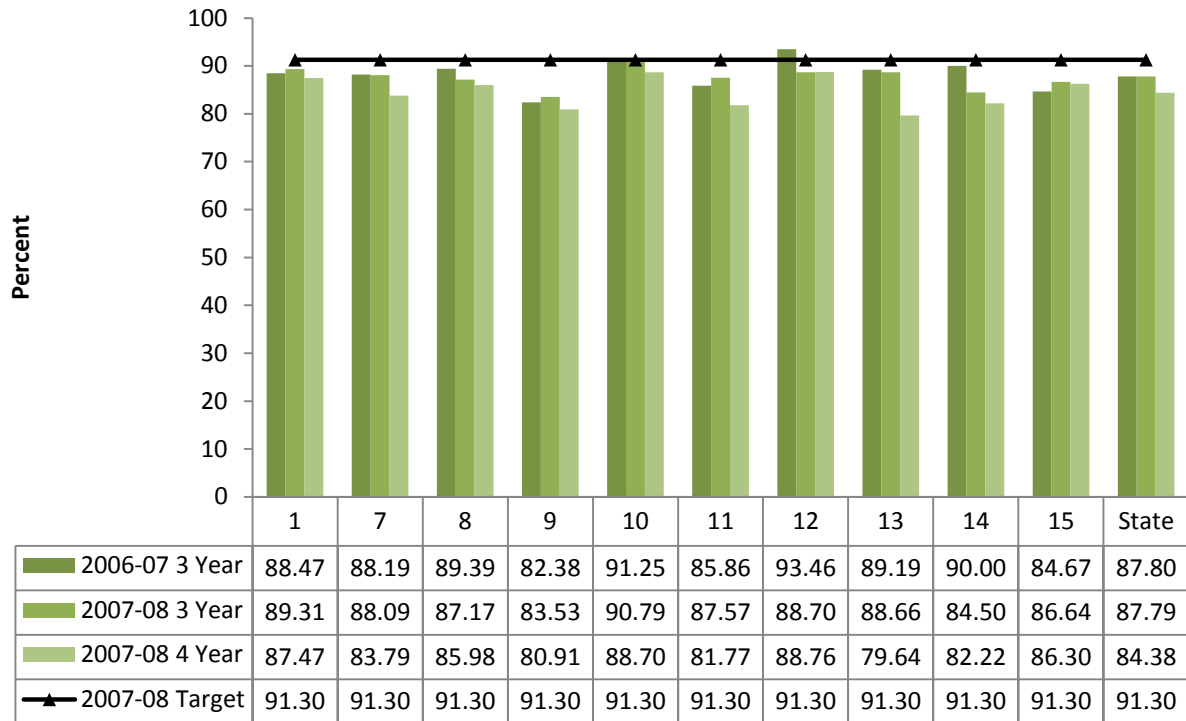


Figure B1.2. Percent of youth with IEPs graduating high school with a regular diploma and percent of youth graduating high school with a regular diploma, by AEA. Source. Iowa Department of Education Project EASIER, FFY 2006 (2006-2007), and FFY 2007 (2007-2008).

Table B1.1 and Figure B1.2 indicate that for FFY 2007 (2007-2008), no AEAs met the Measurable and Rigorous Target of 91.30%. Three-year cohort data show that four of 10 AEAs made improvement from FFY 2006 (2006-2007) and FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B1.2.

**Table B1.2
Improvement Activities Completed for FFY 2008 (2008-2009)**

Improvement Activity	Measurable Outcomes	Status/Next Steps
Evaluation. Data were verified within the Project EASIER system.	Improved accuracy of graduation data.	Ongoing through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA reviewed changes to data measurement proposed by OSEP and altered measurements to align with OSEPs definitions.	Capability of reporting on and being in compliance for B1 in FFY 2009 (2009-2010)	Completed for FFY 2008 (2008-2009)
Evaluation. Graduation data were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, AEA High School Reform Consultants, and the Learning Supports Advisory Team.	Stakeholders determined actions for 2009-2010 should include: (1) Each AEA should dedicate FTE to Learning Supports; (2) A team of 3 consultants should be identified at the AEAs to work directly with the DE Learning Supports Team; (3) Learning Supports should be embedded into existing programs/initiatives at the Department.	Ongoing through FFY 2010 (2010-2011)
Evaluation. Progress monitoring and outcome data from the Iowa High School Project were analyzed with AEA High School Reform Consultants and SEA staff.	Based on results of the Iowa High School Project focus group results, data and state needs, it was determined that 2009-2010 actions should include the identification of 10-12 Rapidly Improving Schools to work directly in the area of Learning Supports, and the Iowa Core Curriculum.	Ongoing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA continued with the Iowa High School Project core content, and: (1) Implemented the Iowa High School Summit and provided free registration to Iowa High School Project participants; (2) Provided 2-4 regional trainings based on review of data and high school needs; (3) Conducted Case Study Site Visits at schools in year one participation	(1) High School Summit implemented with 1100 attendees; 34 sessions were held, with 10 project high schools presenting and 37 project schools attending the conference. (2) Increased capacity for schools to understand and implement Rigor, Relevance and Relationship Framework (3) Three (3) regional trainings were implemented (4) External review of progress provided as a report to schools in year one participation (5) Twelve (12) Case studies were conducted; reports provided to project participants.	Ongoing through FFY 2010 (2010-2011)
The SEA began restructuring of the Iowa High School Project, including:	(1) Focus groups were conducted; (2) Results indicated the project needed to	Ongoing through

Improvement Activity	Measurable Outcomes	Status/Next Steps
(1) Implementation of focus group with AEA consultants, (2) Use of focus group results to inform restructuring efforts, (3) Integration of Learning Supports, (4) Explicitly embedding the Iowa Core Curriculum.	refocus efforts toward a targeted 10-12 Rapidly Improving Schools to work directly with in the area of Learning Supports, and the Iowa Core Curriculum; (3) The Iowa High School Project began integrating Learning Supports; this effort is ongoing through FFY 2010; (4) The Iowa High School Project began integrating the Iowa Core Curriculum; this effort is ongoing through FFY 2010.	FFY 2010 (2010-2011)
Provide technical assistance. The SEA conducted the following to aid alignment between identified need and policies/practices: (1) Revised LEA reporting practices related to students at-risk of school failure and monies for programming to support these students (2) Analyzed alignment between (a) identified students, (b) appropriate programming to support student success, and (c) resources appropriated. (3) Aligned revised reporting practices and programming to Iowa's LEA continuous improvement process (4) Used results of alignment analysis to create technical assistance for LEAs (a) appropriately use the reporting process, and (b) appropriately identify students at-risk of school failure with appropriate interventions/strategies supported by appropriate resources.	(1) LEA reporting practices have been standardized; (2) Analysis has been completed; results indicated poor alignment between identified students, appropriate programming and resources appropriated; (3) Alignment of practices has begun; this effort is ongoing through FFY 2010; (4) Technical assistance has been developed; this effort is ongoing through FFY 2010.	Ongoing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA used graduation data in making annual AEA and LEA determinations.	All LEAs and AEAs were notified of determinations status. Three districts are being monitored for performance on graduation based on FFY 2007 data. The districts have developed a corrective action plan and are receiving technical assistance from the AEA and SEA.	Ongoing through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of FFY 2007 (2007-2008) data form the basis of discussion that follows.

For FFY 2007 (2007-2008), the Actual Target Data for the State of Iowa was 84.38%, while the Measurable and Rigorous Target for FFY 2007 (2007-2008) was 91.30%. Iowa did not meet the target and showed 0.01% slippage in the three-year cohort rate from Actual Target Data obtained in FFY 2006 (2006-2007). The SEA considers slippage of 0.01% to be maintenance of the graduation rate for students with IEPs from FFY 2006 (2006-2007), since a change of 0.01% at the state level is not significant enough to be determined a systemic issue. The SEA attributes maintenance of the graduation rate for students with IEPs to (a) continued efforts by the SEA to focus on Learning Supports, (b) continued efforts of the Iowa High School Project to reduce dropout rates and increase graduation rates, and (c) increased efforts by the SEA to help LEAs identify students at risk of dropping out.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Targets have been revised due to the change in measurement for Indicator 1 found in the OSEP Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012). Targets for the

remainder of the SPP are aligned with Iowa's Annual Measureable Objectives for all students under the ESEA.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.
2008 (2008-2009)	The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.
2009 (2009-2010)	The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.
2010 (2010-2011)	The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 92.20%.

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B1.3. Activities listed as ongoing in Table B1.2 will continue in FFY 2009 (2009-2010) and are not listed in Table B1.3.

Table B1.3
Improvement Activities Proposed for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. Restructure the Iowa High School Project. (1) Develop criteria for selection of Rapidly Improving Schools, (2) Identify Iowa Rapidly Improving Schools (IRIS), (3) Provide direct technical assistance to IRIS participants – training/support on Learning Supports; Iowa Core Curriculum; Rigor/Relevance; supportive programming for students with IEPs	3 SEA Staff	June 2009 – June 2010	(1) Criteria developed; (2) IRIS Schools identified; (3) 2-4 Regional trainings/onsite visits completed; results of Learning Criteria analyzed
Develop a statewide Learning Supports network (1) Learning Supports FTE secured at each AEA (2) Develop Learning Supports Implementation Team at each AEA to increase capacity and sustainability. (3) Provide training for AEA teams (4) Embed Learning Supports into existing Department initiatives	3 SEA staff	June 2009- June 2010	(1) Learning Supports FTE secured (2) Learning Supports Implementation Team in place (3) SEA and AEA Accountability system developed (4) Learning Supports framework/strategies embedded within other major DE initiatives
Complete Compulsory Attendance	2 SEA Staff;	August	(1) Workgroup identified

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
<p>Age study to obtain information on supports needed if the compulsory age is raised from 16 to 18:</p> <ul style="list-style-type: none"> (1) Identify statewide workgroup; (2) Research challenges/benefits from other states who have raised the compulsory age; (3) Conduct statewide focus groups to determine supports needed (4) Data across (2) and (3) analyzed/summarized and provided to workgroup (5) Develop recommendations to state legislators 	Workgroup; External evaluators	2009- January 2010	<ul style="list-style-type: none"> (2) State research completed (3) Literature review completed (4) Focus groups completed (5) Results analyzed and provided to workgroup (6) Recommendations provided to legislators
<p>Develop targeted cross-agency action plan for graduation to increase the graduation rate to 95% across subgroups (i.e., minority and students with disabilities):</p> <ul style="list-style-type: none"> (1) The following stakeholders to agree on collaborative graduation goal and related measures: Iowa Collaboration for Youth Development (ICYD, cross state-agency team) and Learning Supports Advisory Team. (LSAT) (2) 10 year action plan developed with yearly goals and measures across subgroups 	4 SEA Staff; ICYD; LSAT	January 2010 and ongoing	<ul style="list-style-type: none"> (1) Goal and measures developed (2) Action plan developed

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The SEA staff developed the Part B Annual Performance Report (APR) by reviewing baseline data, proposed targets, and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, Learning Supports Coordinators at the AEAs, and the Learning Supports Advisory Team.

Iowa has changed the measurement of Indicator B2 for the FFY 2008 (2008-2009) submission of the SPP and Annual Performance Report (APR) to match the measurement required in the Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012), and has also proposed new targets to accompany the measurement. Consistent with comments in the FFY 2007 (2007-2008) Response Letter from OSEP for Indicator 2, the SEA will report on efforts to improve performance. Specifically, the SEA will reports on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

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Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012).

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

FFY	Measurable and Rigorous Target
2007 (2007-2008)	New Baseline Data

The percent of youth with IEPs dropping out of high is a performance indicator. Therefore, each state is allowed by OSEP to set their own target from baseline data. Iowa reset targets for the FFY 2008 (2008-2009) APR because the measurement of Indicator B2 changed. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from 14.08% to 11.73% for the remainder of the six-year State Performance Plan. Proposed targets can be found in the section below titled: *Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010)*.

Iowa's process for determining which students count as dropouts has not changed. The measurement and targets we use for this indicator have changed, therefore we are submitting this indicator summary with a new measurement aligned with Iowa's reporting under the ESEA and proposed targets.

Students who satisfy the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year; or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before); and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. Transfer to another public school district, private school, or State or district-approved educational program;
 - b. Temporary school-recognized absence due to suspension or illness; or
 - c. Death.

A student who left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. A student who enrolls in an alternative school administered by a public school district is not considered a dropout.

The dropout rate is calculated using the same data used in the four-year cohort graduation rate for Indicator B1. The resulting calculation is a four-year dropout cohort rate, measure as shown in equation B2.1 below.

$$\left[\frac{\text{n of dropouts in 2008}}{(\text{n of 9th graders in fall 2004}) - (\text{n of students transferred out}) + (\text{n of students transferred in})} \right] * 100$$

Equation B2.1 Four-Year Cohort Dropout Rate FFY 2007 (2007-2008)

The three-year cohort rate is calculated using the same equation, but substituting 10th graders three years prior to the graduation year in the denominator for 9th graders. The equations used for the data presented below are shown in Equations B2.2 and B2.3.

$$\left[\frac{n \text{ of dropouts in 2008}}{(n \text{ of 10th graders in fall 2005}) - (n \text{ of students transferred out}) + (n \text{ of students transferred in})} \right] * 100$$

Equation B2.2 Three-Year Cohort Dropout Rate FFY 2007 (2007-2008)

$$\left[\frac{n \text{ of dropouts in 2007}}{(n \text{ of 10th graders in fall 2004}) - (n \text{ of students transferred out}) + (n \text{ of students transferred in})} \right] * 100$$

Equation B2.1 Three-Year Cohort Dropout Rate FFY 2006 (2006-2007)

Iowa does not include the dropout rate as an indicator in the state's Accountability Workbook under the ESEA, therefore we do not have targets for all students to which we can align targets for Indicator B2. We have set the proposed targets that follow using baseline data and stakeholder input.

Actual Target Data for FFY 2008 (2008-2009):

Figure B2.1 depicts dropout data using the new calculation for FFY 2007 (2007-2008) and proposed targets for FFY 2008 (2008-2009) through FFY 2010 (2010-2011).

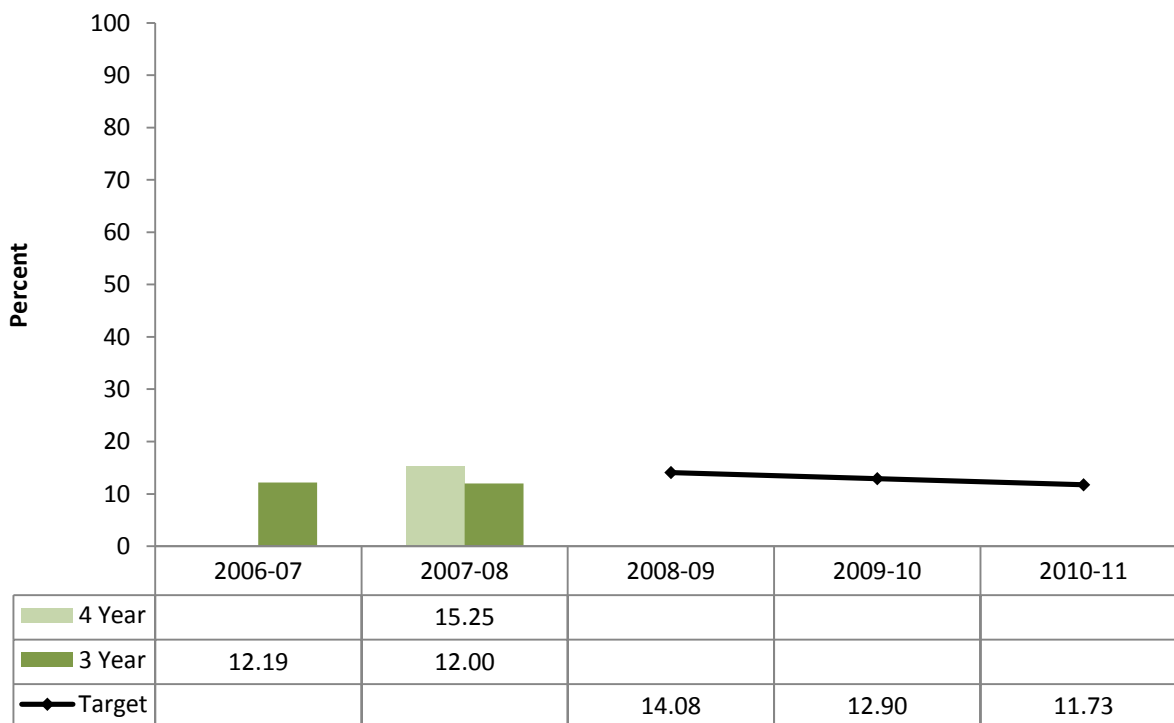


Figure B2.1. State Percent of Students with IEPs Dropping Out. Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008) Note. Target range is less than or equal to target value.

For FFY 2007 (2007-2008), the four-year dropout rate was 15.25%.³ The three-year dropout rate decreased from 12.10% in FFY 2006 (2006-2007) to 12.00% in FFY 2007 (2007-2008). Proposed targets for subsequent years were set at 14.08%, 12.90% and 11.73% with stakeholder input.

Table B2.1 provides dropout data calculated for each Area Education Agency (AEA) and the State. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document).

Data in table B2.1 represent: (a) the number of students with IEPs dropping out, (b) the number of students with IEPs in the cohort, (c) the number of students with IEPs transferring out, (d) the number students with IEPs transferring in⁴, (e) the percent of students with IEPs dropping out.

Table B2.1
Number and Percent of Students with IEPs Dropping Out, by AEA
Four-Year Cohort Rate FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of dropouts in 2008	50	128	52	98	85	239	47	79	23	67	868
(b) n of 9th graders in fall 2004	474	968	445	655	977	1672	514	490	178	642	7015
(c) n of students transferred out	67	160	67	126	225	317	87	102	43	131	1325
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs dropping out	12.29	15.84	13.76	18.53	11.30	17.64	11.01	20.36	17.04	13.11	15.25

Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008).

Table B2.2
Number and Percent of Students with IEPs Dropping Out, by AEA
Three-Year Cohort Rate FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of dropouts in 2008	41	89	46	81	66	150	47	38	19	64	641
(b) n of 10th graders in fall 2005	441	896	450	600	876	1446	482	400	164	592	6347
(c) n of students transferred out	48	132	76	102	159	223	66	65	35	98	1004
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs dropping out	10.43	11.65	12.30	16.27	9.21	12.26	11.30	11.34	14.73	12.96	12.00

Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008).

³ Iowa is submitting data for FFY 2007 (2007-2008) in alignment with data submitted in the State Report Card for NCLB and the state's accountability workbook plan.

⁴ Students transferring into the cohort were not accounted for prior to FFY 2008 (2008-2009), but are a part of Iowa's approved cohort graduation calculation under ESEA and will be accounted for in FFY 2008 (2008-2009).

Table B2.3
Number and Percent of Students with IEPs Dropping Out, by AEA
Three-Year Cohort Rate FFY 2006 (2006-2007)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of dropouts in 2007	43	79	38	89	65	168	25	36	12	69	624
(b) n of 10th graders in fall 2004	417	783	416	596	898	1398	456	405	152	535	6056
(c) n of students transferred out	44	114	58	91	155	210	74	72	32	85	935
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs dropping out	11.53	11.81	10.61	17.62	8.75	14.14	6.54	10.81	10.00	15.33	12.19

Source. Iowa Department of Education Project EASIER Tables, FFY 2006 (2006-2007).

Figure B2.2 shows the percent of students with IEPs dropping out for FFY 2006 (2006-2007) and FFY 2007 (2007-2008) for each Area Education Agency (AEA) and the State.

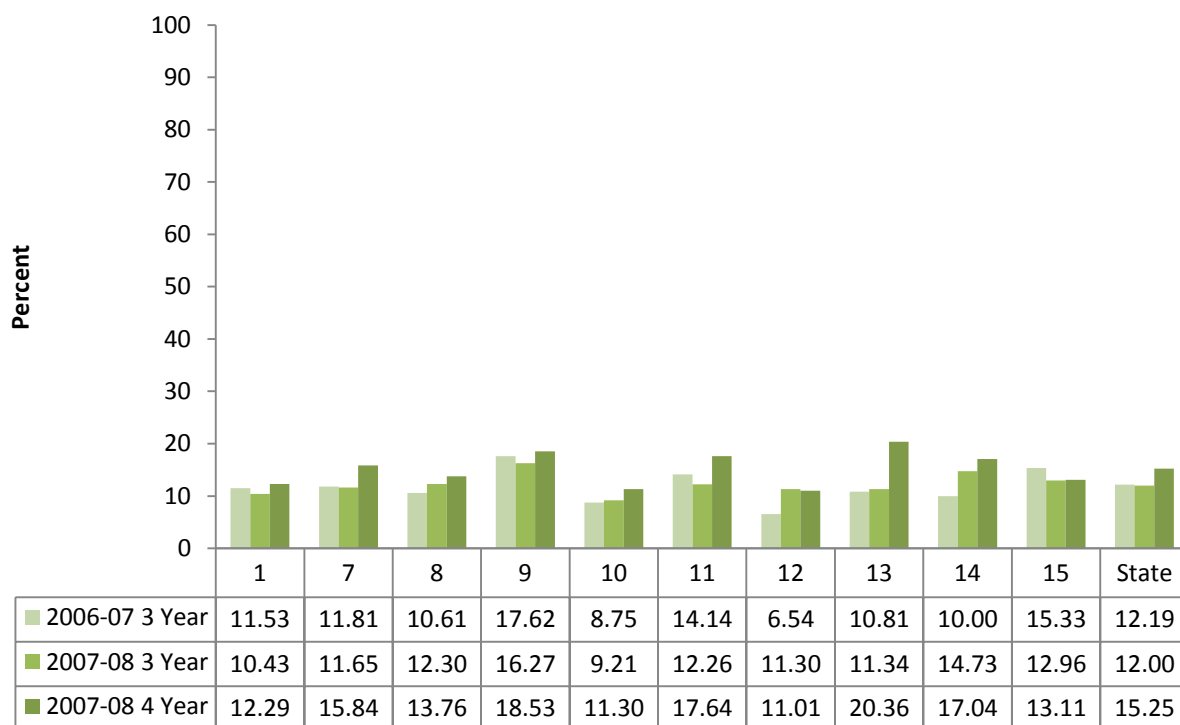


Figure B2.2. Percent of Students with IEPs Dropping Out Across AEA's and the State, FFY 2007 (2007-2008). Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008).

Table B2.1 and Figure B2.2 indicate that the percent of students with IEPs dropping out ranged from a low of 11.01% to a high of 20.36% among the state's AEA's.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B2.2.

Table B2.2
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Evaluation. Data were verified within the Project EASIER system.	Improved accuracy of dropout data.	Ongoing through FFY 2010 (2010-2011)
Improve data collection and reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	Capability of reporting on and accurately measuring indicator B2 for the FFY 2008 submission of the SPP/APR.	Completed for FFY 2008 (2008-2009)
Improve systems administration and monitoring. Dropout data and progress monitoring/outcome data within the Iowa Collaboration for Youth Development Indicator data across 6 result areas were analyzed with the following key stakeholders: SEA Staff, Learning Supports Coordinators at the Area Education Agencies, and the Learning Supports Advisory Team.	Stakeholders determined actions for 2009-2010 should try to include: (4) Learning Supports should be supported at the administration level at each AEA through allocation of FTE; (5) Data and supports should be prioritized in the content areas of Safe, Healthy Learning Environments and Community Partnerships	Ongoing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The Learning Supports Advisory Team was convened bi-monthly to investigate additional initiatives/technical assistance/programs to support all children/youth and prevent them from dropping out of school.	Bi-annual meetings were convened; meeting results were analyzed and reported back to LSAT to improve process, function and products; state data were analyzed; the following were specific recommendations from LSAT: (1) Learning Supports should be supported at the administrator level at each AEA through allocation of FTE; (2) Data and supports should be prioritized in the content areas of Safe, Healthy Learning Environments and Community Partnerships to build content networks, and initiatives as necessary, (3) A team of 3 consultants should be identified at the AEAs to work directly with the DE Learning Supports Team in identified content areas; (4) Learning Supports should be embedded into existing programs/initiatives at the Department. (5) Focus should be at the skill-building level from this time forward	Ongoing through FFY 2010 (2010-2011)
Engage in three broad goals with related activities to develop/sustain Learning Supports: (1) Establish infrastructure to support the Mission and Vision of state-wide Learning Supports – Develop, pilot, revise and implement: a. Standardized data reporting tools across audience, use and message type; b. A comprehensive list of programs/strategies within Core/Universal,	(1) Infrastructure established and maintained for sustainability (2) Learning Supports Self-Study Guide and Implementation Guide (3) Standardized communication plan established	(1) Ongoing through FFY 2010 (a is completed) (2) Ongoing through FFY 2010 (a is completed) (3) Ongoing through FFY 2010 (a, b, c, d, and e are completed)

Improvement Activity	Measureable Outcomes	Status/Next Steps
<p>Supplemental/Secondary and Intensive/Tertiary and across the 6 content areas of Learning Supports;</p> <p>c. An online tool to access (b)</p> <p>d. Content and Connections with the Iowa Core Curriculum</p> <p>(2) Establish tools to guide implementation of state-wide Learning Supports – Develop, pilot, revise and implement:</p> <p>a. Systems of Learning Supports Self-Study Guide which includes the Learning Supports Implementation Checklist as recommended by stakeholders</p> <p>b. Systems of Learning Supports Implementation Guide which includes the recommended products from stakeholder input (e.g., Cohesive Intervention Framework, Alignment Document, etc.)</p> <p>(3) Establish communication plan for state-wide Learning Supports – Develop, pilot, revise and implement:</p> <p>a. Standardized communication tools</p> <p>b. Case for change and awareness of Learning Supports</p> <p>c. Annual Conference structure and format</p> <p>d. Website for the general public</p> <p>e. Wiki for state-led Learning Supports development/ collaborations</p>		
<p>Evaluation. Address results from the (a) Credit Recovery study and (b) Review of current practices for students to receive a regular high school diploma which indicated the following barrier - <u>Grade-level promotion and credit attainment policies/practices</u> - by developing an Iowa Credit/Component Recovery (CCR) Program:</p> <p>(1) Research resources and sustainability needs;</p> <p>(2) Develop Content Strands based on the Iowa Core Curriculum</p> <p>(3) Develop full model to pilot credit/component recovery systems to investigate options and structures to develop Iowa's CCR Program</p>	<p>(1) Resources and sustainability needs identified; results used to plan for the infrastructure for Iowa's CCR Program;</p> <p>(2) Standardized Content Strands for implementation in Iowa's CCR Program</p> <p>(3) Full pilot model to investigate different credit/component systems ready to implement</p>	<p>(1) Research completed for FFY 2008 (2008-2009)</p> <p>(2) Content strands based on the ICC completed for 2008 (2008-2009)</p> <p>(3) Ongoing through FFY 2010 (2010-2011)</p>
<p>Program development. Complete Dropout Summit Pilot for 17 Districts identified for participation:</p> <p>(1) Districts submit Dropout/ Graduation Action Plans and receive (a) \$2000 for implementation, and (b) free registration to the annual High School Summit</p> <p>(2) State Dropout Summit Team develop and implement state-wide work plan based on District submitted plans</p> <p>(3) Analysis of plans and evaluation results used to restructure technical assistance and programming</p>	<p>(1) Districts submit and implement action plans; districts attend Iowa High School Summit;</p> <p>(2) State-wide work plan developed and implemented</p> <p>(3) Analysis of results and restructuring of project</p>	<p>Completed for FFY 2008 (2008-2009)</p>
<p>Provide technical assistance. The SEA used dropout data in making annual AEA</p>	<p>All LEAs and AEAs were notified of determinations status. One district is being</p>	<p>Ongoing through FFY 2010 (2010-2011)</p>

Improvement Activity	Measureable Outcomes	Status/Next Steps
and LEA determinations during FFY 2007 (2007-2008).	monitored for performance on dropout based on FFY 2006 data. The district has developed a corrective action plan and is receiving technical assistance from the AEA and SEA.	2011)

Discussion of Progress or Slippage That Occurred for FFY 2008 (2008-2009). Iowa is not able to compare actual data for FFY 2007 (2007-2008) to a target, since Iowa's accountability plan under ESEA does not set targets for this indicator. The measurement of Indicator 2 has, however, been aligned with Iowa's cohort graduation rate calculation, as directed in the Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012). We are able to detect progress or slippage by examining the three-year cohort dropout rates for FFY 2006 (2006-2007) and FFY 2007 (2007-2008). These data demonstrate that Iowa made progress from a dropout rate of 12.19% in FFY 2006 (2006-2007) to a dropout rate of 12.00% in FFY 2007-2008). The SEA attributes this progress to (a) continued efforts by the SEA to focus on Learning Supports, (b) continued efforts of the Iowa High School Project to reduce dropout rates and increase graduation rates, and (c) increased efforts by the SEA to help LEAs identify students at risk of dropping out.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Targets have been revised due to the change in measurement for Indicator 2 found in the OSEP Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012). Targets for the remainder of the SPP were set with input from stakeholder groups.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	New Baseline Data
2008 (2008-2009)	The percent of youth with IEPs dropping out of high school will be less than or equal to 14.08%.
2009 (2009-2010)	The percent of youth with IEPs dropping out of high school will be less than or equal to 12.90%.
2010 (2010-2011)	The percent of youth with IEPs dropping out of high school will be less than or equal to 11.73%.

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B2.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B2.2 will continue in FFY 2009 (2009-2010), and are not listed in Table B2.3).

Table B2.3
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Develop Component Recovery content units aligned with the Iowa Core Curriculum to provide students options to complete unit credits by: (1) Developing content units (2) Reviewing content units for Iowa Core alignment and best practices (3) Posting units on content website for statewide access	2 SEA staff	July 2009-June 2010	(1) At least 20 content units developed (2) Units reviewed and revised (3) Units posted on website for statewide access
Develop a statewide Learning Supports network (5) Learning Supports FTE secured at each AEA (6) Develop Learning Supports Implementation Team (LSIT) at each AEA to increase capacity and sustainability (FTE for Learning Supports, Positive Behavioral Supports and Challenging Behaviors secured at each AEA). (7) Provide training for AEA teams (8) Embed Learning Supports into existing Department initiatives (e.g., Schools In Need of Assistance; Iowa Core Curriculum; School Improvement) (9) Skill-building workshops provided to network focused on mental health wraparound, PBIS, challenging behavior, transition, parent engagement and community partnerships	9 SEA staff; LSIT teams	June 2009-June 2010	(5) Learning Supports FTE secured (6) Learning Supports Implementation Team in place (7) SEA and AEA Accountability system developed (8) Learning Supports framework/strategies embedded within other major DE initiatives (9) Skill-building workshops provided; workshop evaluations

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) trend data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components (a) through (c), and comments were compiled. Stakeholder groups included the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

Consistent with comments in the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 3, the SEA will report on efforts to improve performance. Specifically, progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010). Consistent with the Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012) the SEA will use the same data and measurements used for accountability reporting under Title I of the ESEA.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Additional public reports conforming with 34 CFR §300.160(f) can also be found in Iowa’s State Report Card at:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=652&Itemid=1317.

[Iowa’s Accountability Workbook is available at:](#)

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report.

Measurement:

A. AYP percent = $\left[\frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$.

B. Participation rate percent = $\left[\frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = $\left[\frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]$.

Measurable and Rigorous Target:

Indicator B3A is a performance indicator for which states were allowed to set their own targets with the input of stakeholders. Indicators B3B, and B3C are performance indicators for which the targets are aligned to the Annual Measureable Objectives for all students that are found in Iowa's Accountability Workbook for the Elementary and Secondary Education Act (ESEA). Targets for FFY 2008 (2008-2009) are summarized in the table below. Targets for the remainder of this SPP can be found in the section below titled: Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010).

FFY	Measurable and Rigorous Target
FFY 2008 (2008-2009)	A. 62.00% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).
	B. 95.00% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
	C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

Actual Target Data for FFY 2008 (2008-2009):

The first measurement (A) of Indicator 3 is the percent of districts meeting AYP for the subgroup of students with disabilities (SWD).

Data summarizing number of districts in Iowa meeting minimum cell size requirements, and the number of those districts meeting Adequate Yearly Progress (AYP) in reading and math, are summarized in Figure B3.1 and in Table B3.1.

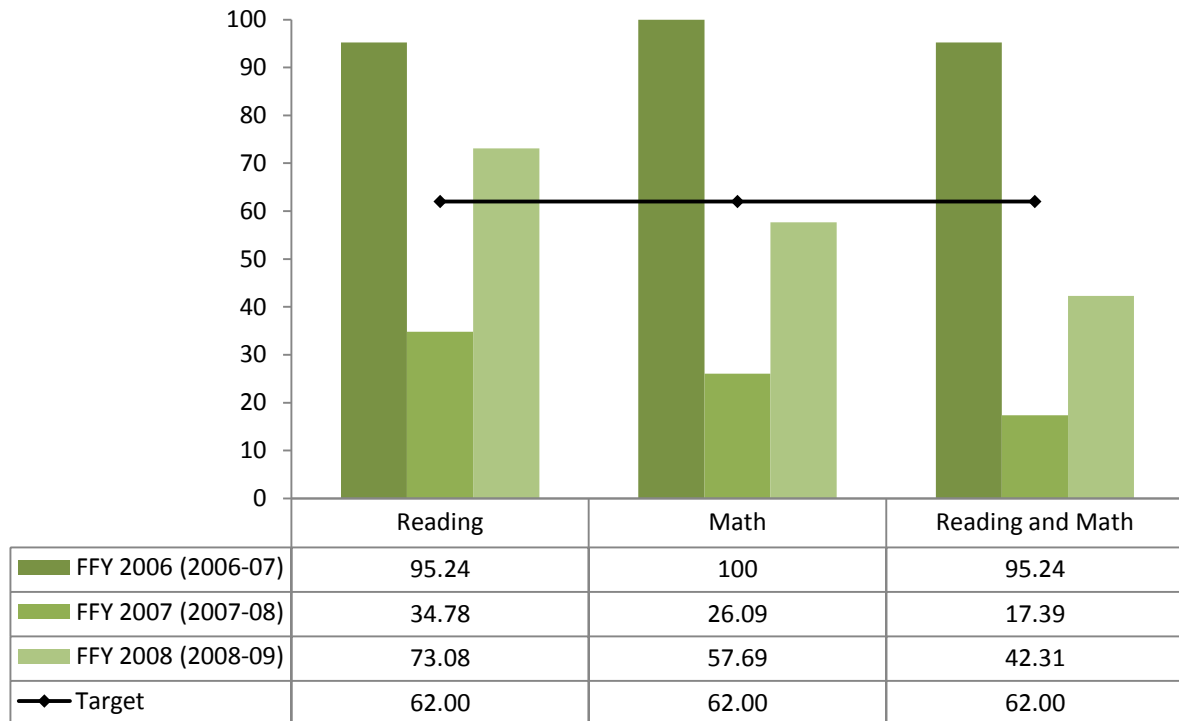


Figure B3.1. Percent of Districts with Minimum 'n' that Met Adequate Yearly Progress, FFY 2006 (2006-2007) through FFY 2008 (FFY 2008-2009), Against State Target. Source. Iowa Department of Education AYP Database, FFY 2006 (2006-2007) through FFY 2008 (2008-2009).

Table B3.1
Districts Meeting AYP in Reading and Math for Students with Disabilities

Districts Meeting AYP for SWD	Met AYP for SWD Reading	Met AYP for SWD Math	Met AYP for SWD Reading and Math
26 districts met "N" of 30 in grade spans 3-5, 6-8, and 11	19 of 26 districts 73.08%	15 of 26 districts 57.69%	11 of 26 districts 42.31%

Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009).

The State did not meet the target for the percent of districts meeting AYP for reading and math combined at 42.31%.

The second measurement (B) of Indicator 3 is the participation of students with disabilities in statewide assessments of reading and math. Participation is defined as: (a) participating in regular assessment with no accommodations; (b) participating in regular assessment with accommodations; (c) participating in alternate assessment against grade level standards; or (d) participating in alternate assessment against alternate achievement standards.

Data on participation in statewide reading assessments are summarized in Figure B3.2 and in Table B3.2. Data on participation in statewide math assessments are summarized in Figure B3.3 and Table B3.3. Please note that a total percentage for participation in grades 3-8 and 11, inclusive, for math and for reading is included in each table, but Iowa does not report on targets for these totals. Iowa set targets for each grade level and subject in the state's accountability workbook for ESEA, and those targets are reported here.

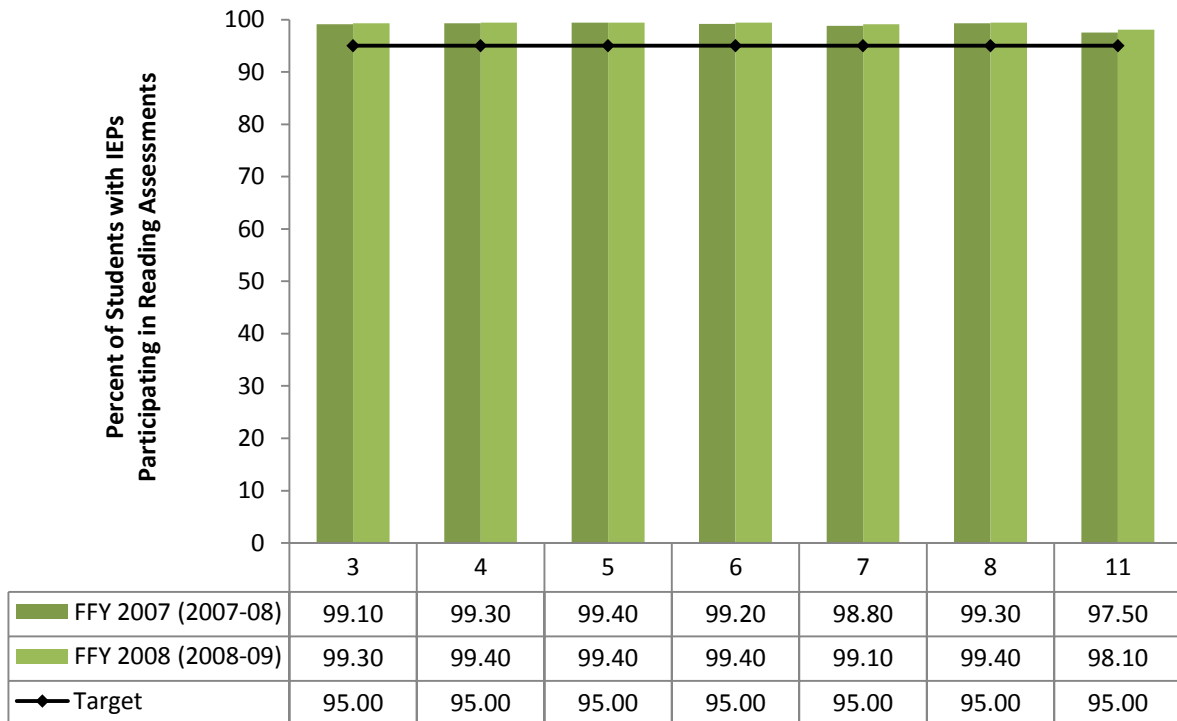


Figure B3.2 Participation Rate in Reading, FFY 2007 (2007-2008) through FFY 2008 (FFY 2008-2009), Against State Target. Source. Iowa Department of Education AYP Database, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

Table B3.2
FFY 2008 (2008-2009) Participation Rates in Statewide Assessments: Reading

	Grades							Total
	3	4	5	6	7	8	11	
(a) # of children with IEPs in assessed grades	4255	4800	5030	5077	5047	5048	4663	33920
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	1141 26.82%	1214 25.29%	1131 22.49%	1034 20.37%	992 19.66%	1037 20.54%	1155 24.77%	7704 22.71%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2816 66.18%	3295 68.65%	3604 71.65%	3780 74.45%	3771 74.72%	3732 73.93%	3181 68.22%	24179 71.28%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	271 6.37%	265 5.52%	269 5.35%	240 4.73%	242 4.79%	248 4.91%	246 5.28%	1781 5.25%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	27	26	26	23	42	31	81	256
(g) Overall Participation Rate [(b+c+d+e)/a]	4228 99.37%	4774 99.46%	5004 99.48%	5054 99.55%	5005 99.17%	5017 99.39%	4582 98.26%	33664 99.25%

Source. Information Management System, FFY 2008 (2008-2009); Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa's assessment is currently in development.

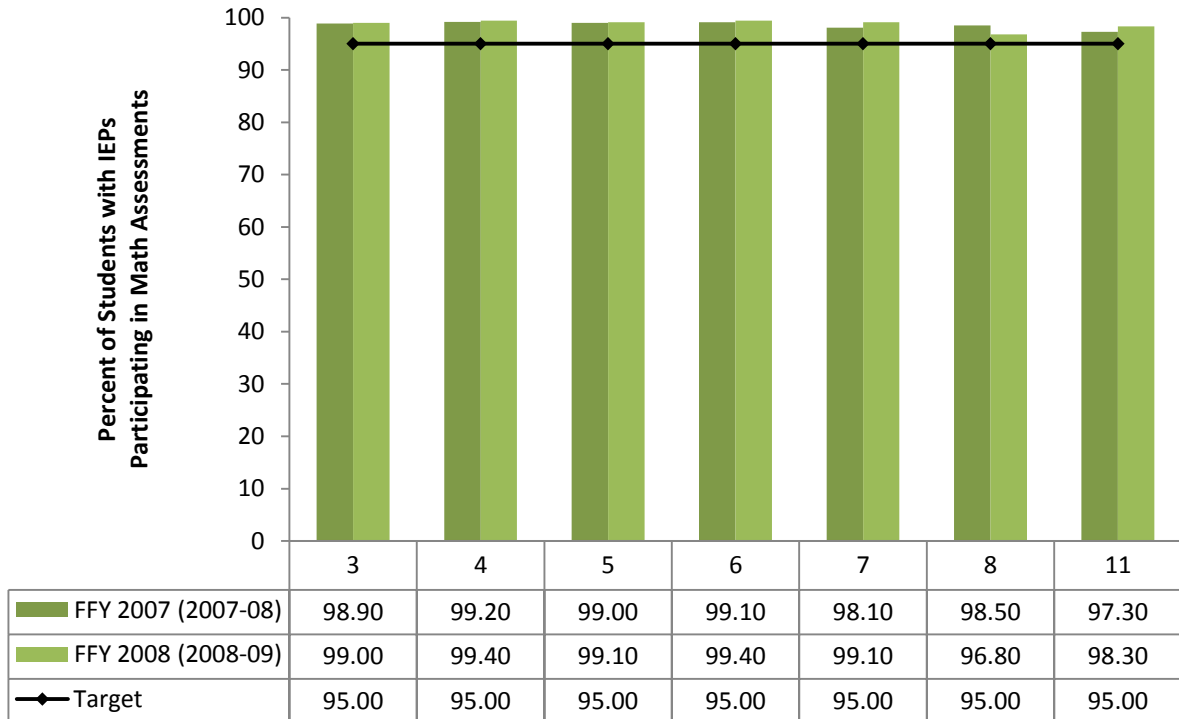


Figure B3.3 Participation Rate in Math, FFY 2007 (2007-2008) through FFY 2008 (FFY 2008-2009), Against State Target. Source. Iowa Department of Education AYP Database, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

Table B3.3
FFY 2008 (2008-2009) Participation Rates in Statewide Assessments: Mathematics

	Grades							Total
	3	4	5	6	7	8	11	
(a) # of children with IEPs in assessed grades	4244	4801	5029	5074	5040	5151	4659	33998
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	1133 26.70%	1210 25.20%	1129 22.45%	1035 20.40%	989 19.62%	1023 19.86%	1155 24.79%	7674 22.57%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2805 66.09%	3300 68.74%	3592 71.43%	3773 74.36%	3769 74.78%	3716 72.14%	3187 68.41%	24142 71.01%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	267 6.29%	265 5.52%	269 5.35%	240 4.73%	240 4.76%	248 4.81%	244 5.24%	1773 5.22%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	39	26	39	26	42	164	73	409
(g) Overall Participation Rate [(b+c+d+e)/a]	4205 99.08%	4775 99.46%	4990 99.22%	5048 99.49%	4998 99.17%	4987 96.82%	4586 98.43%	33589 98.80%

Source. Information Management System, FFY 2008 (2008-2009); Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa's assessment is currently in development.

For FFY 2008 (2008-2009), the State of Iowa exceeded measurable and rigorous targets for participation rates in reading and math, at all grade levels.

In reading for FFY 2008 (2008-2009), when compared to participation rates in FFY 2007 (2007-2008), participation rates improved or remained stable in all grades. In math for FFY 2008 (2008-2009), when compared to participation rates in FFY 2007 (2007-2008), participation rates improved in all grades except grade 8.

The third measurement (C) of Indicator 3 is the performance of students with disabilities in statewide assessments of reading and math. Reading performance is summarized in Figures B3.4 and Table B3.4, while math performance is summarized in Figures B3.5 and Table B3.5. Please note that a total percentage for proficiency in grades 3-8 and 11, inclusive, for math and for reading is included in each table, but Iowa does not report on targets for these totals. Iowa set targets for each grade level and subject in the state's accountability workbook for ESEA, and those targets are reported here.

Figure B3.4 summarizes the trend for reading performance of students with disabilities from FFY 2007 (2007-2008) to FFY 2008 (2008-2009).

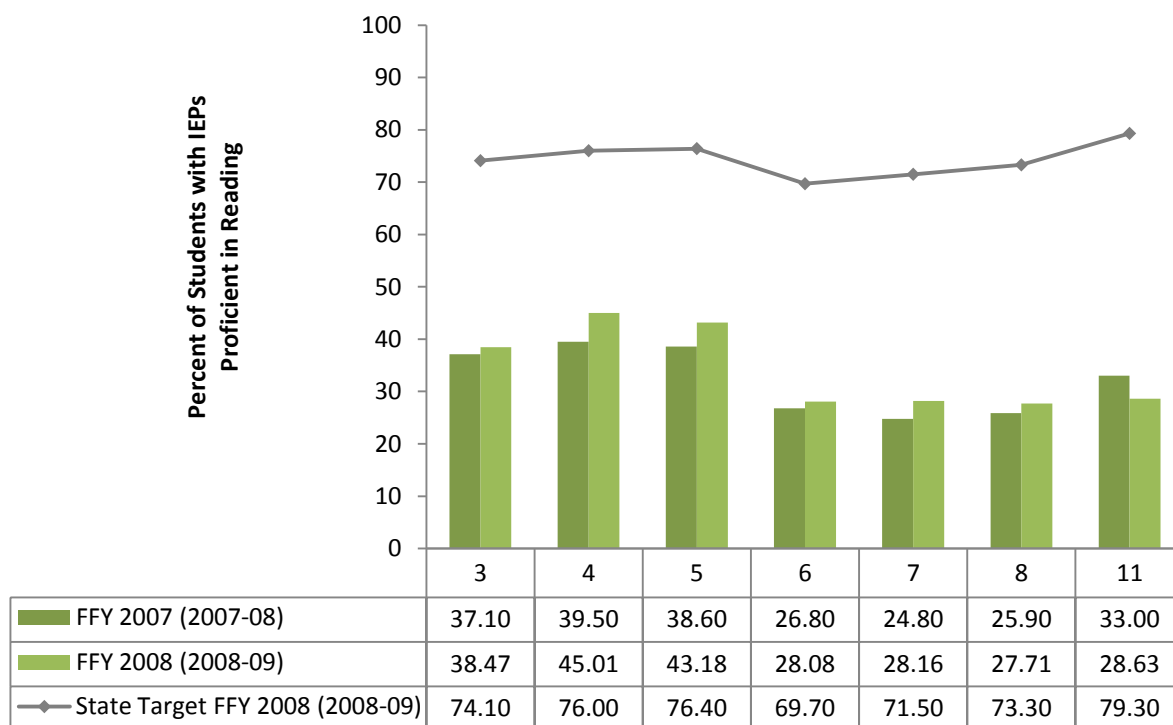


Figure B3.4. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Reading, FFY 2007 (2007-2008) through FFY 2008 (2008-2009), Grades 3-8 and 11. Source. Iowa Department of Education AYP Database, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

Table B3.4 presents FFY 2008 (2008-2009) reading performance data for children with disabilities regarding: (a) the number of children with IEPs in assessed grades; (b) the number and percent of children proficient in the regular assessment with no accommodations; (c) the number and percent of children proficient in the regular assessment with accommodations; (d) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (e) the number and percent of children proficient in the alternate

assessment against alternate achievement standards; (f) the number of children included in a but not b, c, d or e, and (g) the overall number and percent of children proficient.

Table B3.4
Performance of Children with Disabilities in Reading, Regular and Alternate Assessment

	Grades							
	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	3876	4332	4585	4626	4527	4482	4129	30557
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	482 12.44%	514 11.87%	482 10.51%	314 6.79%	250 5.52%	246 5.49%	240 5.81%	2528 8.27%
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	807 20.82%	1247 28.79%	1327 28.94%	836 18.07%	873 19.28%	846 18.88%	844 20.44%	6780 22.19%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	202 5.21%	189 4.36%	171 3.73%	149 3.22%	152 3.36%	150 3.35%	98 2.37%	1111 3.64%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	2385	2382	2605	3327	3252	3240	2947	20138
(g) Overall Percent [=(b+c+d+e)/a]	1491 38.47%	1950 45.01%	1980 43.18%	1299 28.08%	1275 28.16%	1242 27.71%	1182 28.63%	10419 34.10%

Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa's assessment is currently in development.

The State of Iowa did not meet the target in reading for FFY 2008 (2008-2009) for any grade. Performance in reading for FFY 2008 (2008-2009) improved from performance in reading for FFY 2007 (2007-2008), however, for grades three through eight.

Figure B3.5 summarizes trend for mathematics performance of students with disabilities from FFY 2007 (2007-2008) to FFY 2008 (2008-2009).

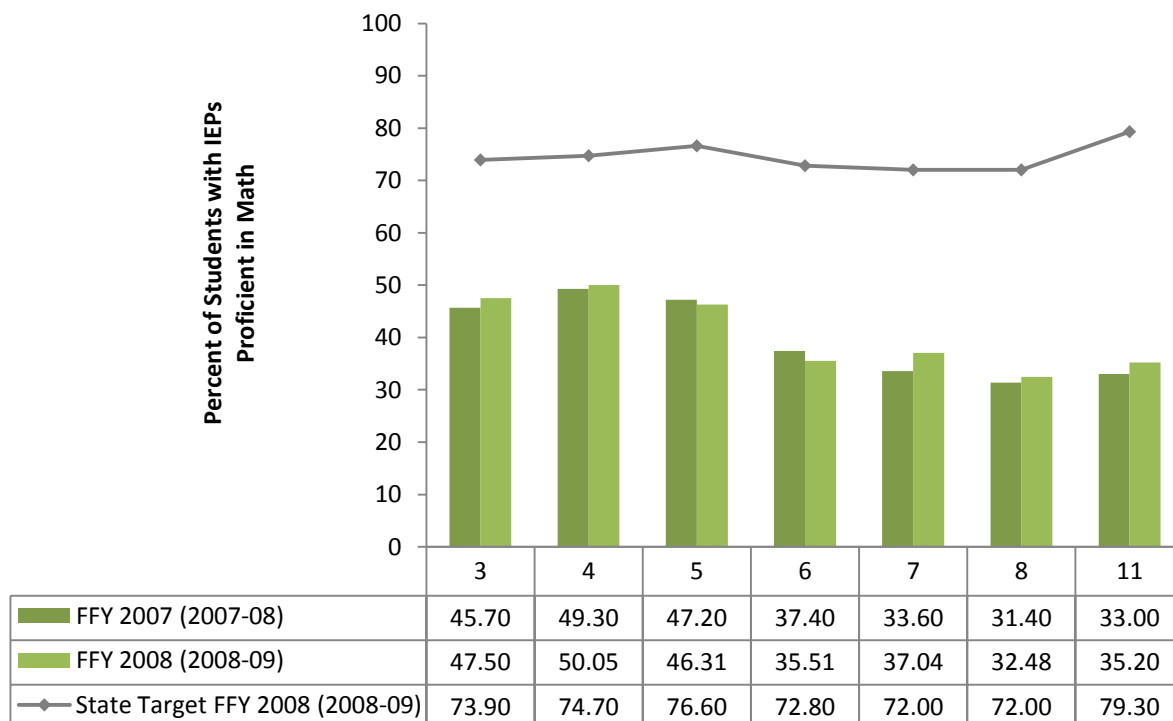


Figure B3.5. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Math, FFY 2007 (2007-2008) through FFY 2008 (2008-2009), Grades 3-8 and 11. Source. Iowa Department of Education AYP Database, FFY 2007 (2007-2006) through FFY 2008 (2008-2009).

Table B3.5 presents FFY 2008 (2008-2009) math performance data for children with disabilities regarding: (a) the number of children with IEPs in assessed grades; (b) the number and percent of children proficient in the regular assessment with no accommodations; (c) the number and percent of children proficient in the regular assessment with accommodations; (d) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (e) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (f) the number of children included in a but not b, c, d or e, and (g) the overall number and percent of children proficient.

Table B3.5
Performance of Children with Disabilities in Mathematics, Regular and Alternate Assessment

	Grades							
	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	3855	4336	4574	4621	4525	4458	4134	30503
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	492 12.76%	506 11.67%	456 9.97%	341 7.38%	255 5.64%	225 5.05%	273 6.60%	2548 8.35%
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	1159 30.06%	1483 34.20%	1495 32.68%	1136 24.58%	1273 28.13%	1076 24.14%	1069 25.86%	8691 28.49%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	180 4.67%	181 4.17%	167 3.65%	164 3.55%	148 3.27%	147 3.30%	113 2.73%	1100 3.61%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	2024	2166	2456	2980	2849	3010	2679	18164
(g) Overall Percent $[(b+c+d+e)/a]$	1831 47.50%	2170 50.05%	2118 46.31%	1641 35.51%	1676 37.04%	1448 32.48%	1455 35.20%	12339 40.45%

Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa's assessment is currently in development.

The State of Iowa did not meet the target in math for FFY 2008 (2008-2009) for any grade. Performance in math for FFY 2008 (2008-2009) improved from performance in math for FFY 2007 (2007-2008), however, for grades 3, 4, 7, 8, and 11.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B3.6.

Table B3.6
Improvement Activities Completed for FFY 2008 (2008-2009)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. Data are gathered through Iowa's Project Easier and through Iowa's Special Education Information Management System.	Performance data for Iowa districts was available for analysis for Indicator 3A. Participation and performance data on students with IEPs were available for analysis for all LEAs, AEAs, and at the state level.	Ongoing through FFY 2010 (2010-2011).
Provide technical assistance. The SEA analyzed the ITP data at the state, AEA and LEA levels and determined that students with IEPs were below target in most grades and most content areas.	State-level reading and math initiatives in the original SPP were reviewed for research base suggesting applicability to students with IEPs, including Collaborative Strategic Reading (CSR), Concept Oriented Reading Instruction (CORI), Question and Answer Relationship (QAR), Second Chance Reading (SCR), the University of Kansas (KU) Content Literacy Continuum, and Every Student Counts. Instructional initiatives such as Collaborative/Consultative Teaching and Instruction Decision Making were also reviewed. The reviews indicated that students with IEPs could benefit from all activities.	Ongoing through FFY 2010 (2010-2011).
Provide training/professional development. During the 2008-2009 school year, staff from three schools in three districts engaged in Concept-Oriented Reading Instruction (CORI) training. Three middle schools participated. Fifteen middle school teachers participated.	Three administrators, 15 teachers, and two consultants participated in five days of initial training summer 2008 plus five follow up sessions throughout the 2008-2009 school year. Four additional sessions were held for schools involved in CORI for the second year. Train-the-trainer sessions were held for participants involved in CORI for three years and who had met the criteria to become CORI trainers in Iowa. Three people met these criteria. The criteria were established by the developers of CORI, Dr. Emily Swan and Dr. John Guthrie. <ul style="list-style-type: none"> • SDRT pre/post test (see PERL for scores) • Teachers submitted weekly planning lessons • Classrooms formative assessments throughout CORI units based on content area 	Ongoing for FFY 2009 (2009-2010).

Activity	Measureable Outcomes	Status/Next Steps
<p>Provide training/professional development. During the 2008-2009 school year, 6 teachers representing 4 districts participated in 4 Train the Trainer professional development sessions.</p>	<p>Training staff to train was initiated July 2008 with 3 follow up sessions throughout the 2008/2009 school year.</p> <ul style="list-style-type: none"> • SDRT pre/post tests (see PERL website) • Individual teacher classroom assessments • Teacher lesson plans submitted to trainer 	<p>Ongoing for FFY 2009 (2009-2010).</p>
<p>Provide training/professional development. During the 2008/2009 school year, staff from 91 school districts participated in the Second Chance Reading program (SCR).</p>	<p>Fifty-five administrators, 228 teachers, 15 Area Education Agencies (AEA) from 91 school districts participated in Second Chance Reading (SCR). There are 50 SCR trainers. Training takes place during the summer and throughout the school year.</p> <p>During two statewide technical assistance meetings AEA trainers and the SEA decided that for FFY 2008 (2008-2009) AEAs would be charged with monitoring the implementation of SCR and the improvement of student reading scores in LEAs. Each AEA chose to monitor their LEAs in a different manner. No statewide data were collected this year.</p>	<p>In August of 2009 a state SCR team decided to employ a statewide evaluation design for FFY 2009 (2009-2010). Data will be collected in a systematic and consistent manner from all AEAs. Student achievement data from the ITBS/ITED as well as SDRT will be collected and implementation data will be gathered from teachers, trainers, administrators, and trainers. The focus of this year's efforts is to ensure that appropriate data are being collected and used so that student achievement and teacher implementation can improve.</p>

Activity	Measureable Outcomes	Status/Next Steps
<p>Provide training/professional development. Between 2007 and 2009, 97 teachers statewide were trained in the use of the University of Kansas Strategic Instruction Model (KU-SIM).</p>	<p>Forty-one school districts and 5 private accredited schools have been trained in one or more Learning Strategies and/or Content Enhancement Routines. This includes 33 elementary schools, 33 middle schools, and 31 secondary schools. A conservative count of the number of staff involved in this activity includes 163 elementary staff, 70 middle school staff, and 69 secondary staff. No less than 24 administrators engaged in this activity. Thirty-five consultants engaged in this activity. The SEA consultant spent 40 days providing on-site technical assistance.</p> <p>There are 19 new participants for 2008-2009: 11 in Learning Strategies and 8 in Content Enhancement. Eight are teachers or administrators in school districts and 11 are consultants for AEAs. Regional Train-the-Trainer professional development including 4-5 days of Professional Development during the school year and 5 Professional Development days will take place in the summer. Participants must then complete a portfolio showing implementation and knowledge of the University of Kansas Strategic Instruction Model.</p> <p>There were 1401 students who were exposed to KU-SIM with both AYP08 and AYP09 scores. Of that group, 292 students were on IEPs. In comparison to the national standard score of the ITBS and ITED in reading, 208 students on IEPs increased, 4 did not change, and 78 decreased. In mathematics, 186 increased, 7 did not change, and 95 decreased. In comparison to the national percentile rank on the ITBS and ITED in reading, 164 increased, 8 did not change, and 119 decreased. In mathematics, 136 increased, 3 did not change, and 150 decreased.</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>
<p>Provide technical assistance. During the 2008-2009 school year, Iowa's Reading First program, which offers opportunities for the lowest performing schools in Iowa with the highest number and percentage of students in poverty to implement a research-based comprehensive reading program, was continued.</p> <p>Twenty-one districts engaged in this activity. Fifty elementary schools participated.</p>	<p>Five SEA consultants provided on-site technical assistance to participating schools.</p> <p>In Cohort 1, from FFY 2003 (2003-2004) through FFY 2008 (2008-2009), the gap in reading performance on the ITBS between students <i>without</i> disabilities and students <i>with</i> disabilities widened by 3% in Grade 3 and narrowed by 10% in Grade 4.</p> <p>In Cohort 2, from FFY 2007 (2006-2007) through FFY 2009 (2008-2009), the gap in reading performance on the ITBS between students <i>without</i> disabilities and students <i>with</i> disabilities narrowed 1% in Grade 3 and by 7% in Grade 4.</p> <p>The number of students <i>without</i> disabilities participating in the activity was 15,080. The number of students <i>with</i> disabilities participating in the activity was 2,087.</p> <p>During FFY 2008 two Iowa districts Reading First funds expired.</p>	<p>Ongoing for FFY 2009(2009-2010).</p>

Activity	Measureable Outcomes	Status/Next Steps
<p>Provide technical assistance. During the 2008-2009 school year, the Iowa Dept. of Education continued to provide Every Student Counts (ESC) professional development for the ten AEA math teams and the five Urban math teams who were participants. These teams then offered ESC professional development to the teachers they serve at the local level. The theme for this fifth year of ESC professional development was the Mathematics Iowa Core Curriculum. The strategies taught continued to be Teaching for Understanding, using problem-based instructional tasks, and meaningful practice.</p> <p>Currently, we are working on longitudinal data following the students identified during 2007-2008 and following them for the second year with ITBS and ITEDs. Even though these students were in a classroom of a teacher who was engaged in ESC PD during the 2007-2008 school year, it is unknown if the students had an opportunity to be in an ESC classroom during the 2008-2009 school year.</p> <p>A plan is being designed to evaluate ESC and this will include identifying ESC teachers each year in addition to following the ESC student achievement over several years. We will have access to student data through Project EASIER.</p>	<p>There were approximately 8170 students who were exposed to ESC with both AYP08 and AYP09 scores. Of that group, approximately 1005 students were on IEPs.</p> <p>In comparison to the national standard score of the ITBS and ITED in reading, 661 students on IEPs increased, 14 did not change, and 328 decreased.</p> <p>In mathematics, 670 increased, 26 did not change, and 306 decreased.</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>
<p>Provide technical assistance. The purpose of the Math Series II is to learn current pedagogy and methodology for teaching mathematics to students with disabilities.</p>	<p>The Math Series II is on the website for the field to use. It was offered for credit in the 2007-2008 school year with 65 participants.</p>	<p>For the 2008-2009 school year, only six participants wanted the class so it was not offered this year.</p>
<p>Provide training/professional development. During the 2008-2009 school year, years 3, 4, and 5 of implementation continued for Cognitively Guided Instruction (CGI), a framework for elementary school teachers to integrate CGI into math instruction.</p>	<p>Eighty-one teachers, administrators, and AEA consultants attended CGI training. Fifty-one participants are continuing with advanced levels of professional development. Thirty participants are continuing with the second level. Participants are providing professional development in their respective districts or AEAs.</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>
<p>Provide technical assistance. During the 2008-2009 school year, Instructional Decision Making (IDM) (Iowa's interpretation of RTI) continued to be part of the state's initiatives Every Student Counts (ESC) and Every Learner Inquires (ELI).</p>	<p>Professional Development materials for ESC and ELI reflect IDM connections.</p>	<p>During FFY 2009 (2009-2010) continue to train the ESC presenters in IDM and struggling students of mathematics and have presenters use that training in AEA training. Start more intensive work with ELI presenters for more intensive work with IDM and science.</p>

Activity	Measureable Outcomes	Status/Next Steps
Program Development. Schools who report using the consultative model in the personnel data collection system (see row below) and who are identified as needing assistance in implementing collaborative teaching through school improvement visits, will be referred to their area education agency (AEA) for staff development in collaborative teaching and related instructional strategies.	Identification system is in place. TA system is under development School improvement consultants have been trained.	Ongoing for FFY 2009 (2009-2010).
Improve data collection and reporting. Iowa's teacher data system (Basic Educational Data System Survey) verifies highly qualified teacher requirements under IDEA and NCLB. A component of the system incorporates a data field for collaborative and consultative teaching. Data are being used to identify schools that need technical assistance in collaborative teaching.	A total of 99.7 percent of Iowa's teachers met the highly qualified definitions under IDEA and NCLB as reported through the new data verification system.	Ongoing for FFY 2009 (2009-2010).
Provide technical assistance. Ongoing training in Universal Design for Learning (UDL) was expanded to include higher education faculty who prepare teachers. A skills-based training that combines UDL and co-teaching is under development for the 2009-2010 school year for SEA consultants.	Forty-five faculty from 16 teacher preparation institutions were trained in UDL. Plans are developed and information has been disseminated for 4 days of SEA skill-based training in UDL and co-teaching to be implemented in 2009-2010.	Ongoing for FFY 2009 (2009-2010).
Provide technical assistance. Collaborative teaching was incorporated into Iowa's Federal IDEA 2007 State Personnel Development Grant (SPDG) that focuses on skill building and academic access to assist secondary students with individualized education programs to transition to adult living, learning, and working. The IDEA SPDG calls for summer institutes in each of the next 5 years to bring together general and special education teachers and other service providers for skill building in all transition issues including collaborative teaching.	General information regarding collaborative teaching was shared at the 2009 SPDG Summer Institute. In the 2010 Summer Institute, skill building in collaborative teaching will be featured as a key component in transition activities.	Ongoing for FFY 2009 (2009-2010).
Provide technical assistance. Continue dissemination of Collaborative Teaching DVD which features 8 Iowa school sites that utilize collaborative teaching.	Approximately 30 additional Collaborative Teaching DVDs were disseminated in response to requests from Iowa educational agencies.	Ongoing for FFY 2009 (2009-2010).

Activity	Measureable Outcomes	Status/Next Steps
<p>Provide technical assistance. Continue dissemination of information regarding approaches collaborative teaching, specially designed instruction, differentiated instruction, Universal Design for Learning, and other related skill variants for collaborative teaching. A 4-page handout was developed in response to teacher and administrator requests for an easily accessible straightforward description of Iowa's consultative and collaborative teaching. Entitled <i>Iowa's Co-Teaching and Collaborative Consultation Models</i>, the document will be disseminated in 2009-2010 with a companion document that outlines highly qualified special education teacher requirements (Legal HQT Requirements for Students with IEPs). Both documents are available at http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=941&Itemid=2603.</p>	<p>2000 copies of the two new documents have been printed Marketing of the document has begun.</p> <p>Copies of the two new documents have been disseminated to SEA staff who provide school-based technical assistance.</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>
<p>Improve systems administration and monitoring. The SEA provides AEAs and LEAs with data on achievement of students with disabilities.</p>	<p>All LEAs and AEAs were notified of determinations status.</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>

Activity	Measureable Outcomes	Status/Next Steps
<p>Program development. Plans are being made for the successful implementation of the Iowa Core Curriculum, which provides a comprehensive picture of effective curriculum that addresses pedagogy, content knowledge, and assessment. LEAs are being assisted through an Iowa Core Curriculum Network which is composed of teams from each of the Area Education Agencies. The Network is meeting monthly and focusing efforts on alignment of each LEA's local curriculum with the essential concepts and skills of the Iowa Core Curriculum. Also, the Network is preparing to assist schools in implementing professional communities aimed at improving instructional practices. The Iowa Core Curriculum is intended to be the required learning for all students, including those who have special learning needs.</p>	<p>Each school district in Iowa is developing an implementation plan for the Iowa Core Curriculum. Local districts are expected to accomplish these goals:</p> <ul style="list-style-type: none"> School leaders build and sustain system capacity to implement the Iowa Core Curriculum. Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum. A continuous improvement process to improve teaching and learning is used at the district and school level. District leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum. Educators engage in professional development focused on implementing Characteristics of Effective Instruction and demonstrate understanding of essential concepts and skill sets. Educators implement effective instructional practices to ensure high levels of learning for each and every student. <p>In addition to the review of student achievement data, the successful implementation of the Iowa Core Curriculum will be monitored through each district's ability to enact its implementation plan. The Iowa Core Curriculum training is also focusing on assessment for learning. One of the expected outcomes for this training is more use of formative assessment at all levels of the system, IEPs aligned with the Iowa Core, formative assessments aligned to the Iowa Core, and differentiated instruction and supplemental strategies in place so that all students perform at grade level.</p>	<p>Implementation plans are due July 1, 2010 for grades 9-12 and July 1, 2012 for grades K-8. Districts are completing online self-studies to assess their performance related actions linked to each goal. They will be asked to update their self study annually. We will be monitoring their progress in moving toward meeting the goals.</p> <p>Network members are collaborating in professional learning communities aimed at observing instruction and reviewing units of study to identify the presence or absence of strong instructional practices.</p> <p>Districts are being asked to develop and begin to implement plans to study the alignment of their enacted curriculum to the intended curriculum described by the Iowa Core Curriculum.</p>
<p>Program development. The Alternate Assessment with Modified Achievement Standards was piloted at Grade 5.</p>	<p>A method for item selection aligned to the general test, was piloted in Reading and Math for Grade 5. Participation guidelines were drafted. The IEP team met to discuss enhancements to standards-based IEPs. Progress monitoring tools including Curriculum-based measurement and other mastery monitoring strategies, were reviewed for technical adequacy in particular evidence of alignment.</p>	<p>Test development will expand for Grades 6-8 and 4. Discussions around Grade 3 will continue. Participation guidelines and standards-based IEP will be completed and training prepared for 2010-2011. A data entry system similar to the 1% alternative assessment is being explored.</p>
<p>Clarify/examine/develop policies and procedures. Examine alignment between general education resources and special education resources and where supplemental supports in general education can be enhanced.</p>	<p>Supplemental reading and math programs or supports for LEAs to use with students at-risk for not achieving at grade level achievement standard, with improved achievement for students outside of Part B resources.</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>
<p>Clarify/examine/develop policies and</p>	<p>Improved performance of students with disabilities on the general assessment with or without</p>	<p>Ongoing for FFY 2009 (2009-2010).</p>

Activity	Measureable Outcomes	Status/Next Steps
procedures. Examine instructional practices for students on IEPs and determine how to enhance instruction.	accommodations.	
Clarify/examine/develop policies and procedures. Study viability of 2% Alternate Assessment. Develop Standards-based IEPs and progress monitoring tools aligned with the Iowa Core Curriculum.	Improved instruction for students with IEPs achieving below grade level achievement standard; decision-making criteria for IEP teams on when instructional changes are needed and on test participation. Validation of 2% alternate (if developed).	Ongoing for FFY 2009 (2009-2010).
Clarify/examine/develop policies and procedures. IEPs need to link to grade level content standards and service provision must align with research-based practices. Changes to instruction need to be made when student performance falls below a goal line representative of the lowest grade level achievement standard considered acceptable to constitute access to the general curriculum.	Policies and practices to support improved achievement for students with disabilities. Increased exiting from IEP services. IEPs aligned with grade level content standards. Instructional decisions made on response to instruction data.	Ongoing for FFY 2009 (2009-2010).

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows.

On Indicator 3A, progress is attributed to districts having the opportunity to adjust to the new targets. Targets increased significantly in FFY 2007 (2007-2008), and districts have now had more time to establish new target lines for performance and to meet AYP.

On Indicator 3B, performance was essentially maintained in FFY 2008 (2008-2009) and no discussion of progress or slippage is warranted.

The measurement of Indicator B3C data has changed with this submission of the APR, however one previous year of comparable data are offered here for the purposes of comparison. The SEA attributes improvement in reading in grades 3 through 8 to activities coordinated at the SEA level with Iowa's AEAs and LEAs. Continued validation and attention to data at the SEA, AEA, and LEA levels has resulted in targeted activities to improve reading performance for students with disabilities.

The SEA attributes improvement in math in grades 3, 4, 7, 8, and 11 to activities coordinated at the SEA level with Iowa's AEAs and LEAs. Continued validation and attention to data at the SEA, AEA, and LEA levels has resulted in targeted activities to improve math performance for students with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Targets have been revised due to the change in measurement for Indicator 1 found in the OSEP Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012). Targets for the remainder of the SPP are aligned with Iowa's Annual Measureable Objectives for all students under the ESEA.

FFY	Measurable and Rigorous Target																								
FFY 2009 (2009-2010)	<p>A. 63.00% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>B. 95.00% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.</p> <table><tr><th>GRADE</th><th>READING</th><th>MATH</th></tr><tr><td>3</td><td>74.10%</td><td>73.90%</td></tr><tr><td>4</td><td>76.00%</td><td>74.70%</td></tr><tr><td>5</td><td>76.40%</td><td>76.60%</td></tr><tr><td>6</td><td>69.70%</td><td>72.80%</td></tr><tr><td>7</td><td>71.50%</td><td>72.00%</td></tr><tr><td>8</td><td>73.30%</td><td>72.00%</td></tr><tr><td>11</td><td>79.30%</td><td>79.30%</td></tr></table>	GRADE	READING	MATH	3	74.10%	73.90%	4	76.00%	74.70%	5	76.40%	76.60%	6	69.70%	72.80%	7	71.50%	72.00%	8	73.30%	72.00%	11	79.30%	79.30%
GRADE	READING	MATH																							
3	74.10%	73.90%																							
4	76.00%	74.70%																							
5	76.40%	76.60%																							
6	69.70%	72.80%																							
7	71.50%	72.00%																							
8	73.30%	72.00%																							
11	79.30%	79.30%																							

FFY	Measurable and Rigorous Target
FFY 2010 (2010-2011)	A. 64.00% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).
	B. 95.00% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
	C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

After 2 years of building capacity of the AEAs to lead the work of Collaborative Strategic Reading, the SEA is transferring implementation from the SEA to AEAs, for FFY 2008 (2008-2009). Professional development materials are provided by the SEA in print and video formats for AEAs and LEAs who continue to engage in the work. Hence, for SPP/APR reporting for FFY 2008 (2008-2009), CSR will not be included.

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B3.7. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B3.6 will continue in FFY 2009 (2009-2010), and are not listed in Table B3.7).

Table B3.7
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Program Development. Create a workgroup responsible for a special education strategic plan for achievement (strategic plan).	Bureau of Student and Family Support Service Consultants and Teaching and Learning Services Consultants representing Title I, IDM, Literacy, Mathematics, Indicator 3.	August 2009 - October 2009.	Comprehensive five-year plan to improve special education for students with disabilities with the result of improved reading and mathematics achievement.
Improve Systems Administration and Monitoring. Assemble a brain trust to distinguish short term and long term outcomes of the strategic plan.	National and state experts including SEA, AEA and LEA leadership and consultants and institutes of higher education (IHE) faculty.	October 2009 - June 30, 2010.	Agreement that initiatives and efforts within bureaus of the SEA are aligned with the strategic plan. Integrated strategic plan within Indicator 3B of the SPP. Determine plan implementation, scale up, and evaluation. Allocation of resources.
Improve Systems Administration and Monitoring. Increase coordination of initiatives and efforts that promote and produce increased collaboration and efficiency that leads to greater outcomes for students with disabilities.	SEA bureau chiefs and consultants, AEAs, and IHEs.	September 2009 - June 30, 2010.	Alignment of efforts across all entities, SEA, AEAs, LEAs, and Institutes of Higher Education (IHE). Increased collaborative efforts. Increased student on IEP achievement.
Improve Systems Administration and Monitoring. Increase knowledge and support of researched, evidenced based, and promising best practice through data analysis and investigation.	Bureau of Student and Family Support Service Consultants and Teaching and Learning Services Consultants and AEAs.	August 2009 - June 30, 2010.	Increased alignment of resources and projects toward sustainable outcomes. Increased achievement for students with IEPs at supported sites.
Improve Systems Administration and Monitoring. Create a systemic data collection process that informs and guides instruction and leads to student achievement for students with IEPs.	SEA and AEA consultants, and LEAs.	FFY 2009 (2009-2010).	Leadership structures and common data tools across the SEA, AEAs, and LEAs that inform and guide instructional decisions that lead to increased achievement for students with IEPs. Increased knowledge of data and data sources.
Provide Training/Professional Development. Increase the capacity of AEA and LEA educators that work with students on IEPs to work with one another in improving the outcomes of students with disabilities.	SEA provided professional development, AEAs, and national experts.	FFY 2009 (2009-2010).	The Iowa Core Curriculum aligned to the continuum of students with disabilities. The performance of students with disabilities increased in reading and math on state assessments. Special educators acquire and implement research/evidence based instructional

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
			practices through collaboration. General and special educators collaborate and use data to determine appropriate interventions that lead to student progress and closing the achievement gap.
Provide Training/Professional Development. Develop and offer professional development in reading and math targeted to special educators and incorporated within licensure requirements by the BOEE.	SEA consultants, IHEs, and AEA special education networks.	FFY 2009 (2009-2010).	High percentage of in-service and pre-service educators enrolled and/or completed professional development. Retention of special education teachers.
Provide Training/Professional Development. Literacy, Language, & Communication for Students with Significant Developmental Disabilities: Reaching Potential through Systemic & Sustainable Statewide Professional Development Project (Cohort 1).	SEA provided in partnership with University of Northern Iowa and Karen Erickson, Associate Professor, Director, Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill.	FY 2009 (2009-2010).	<ul style="list-style-type: none"> Development of regional consortiums across Iowa integrating most effective, evidence-based literacy practices, Augmentative & Alternative Communication systems, and Assistive Technology into the educational experiences of children with significant developmental disabilities. These regional consortiums will act as model demonstration sites for continued professional development in the area of literacy, language, and communication for children with significant developmental disabilities. These regional consortiums, as sites of model practices, will support teacher and clinical preparation programs and generate resources, materials, and information to promote most effective practices across Iowa and the nation. Development of systemic networks of professional development among IHEs, AEAs, LEAs, and the SEA. Development, evaluation, and dissemination of programs, models, and materials related to literacy, language, and communication for children with significant developmental disabilities.
Provide Training/Professional Development. Pragmatic Organization Dynamic Display Communication (PODD).	SEA provided in partnership with Gayle Porter, Senior Clinician Speech Pathologist CPEC Australia and Linda Burkhart, Simplified Technology.	FY 2009 (2009-2010).	Increased teacher skill level and achievement for students with IEPs in: <ul style="list-style-type: none"> Communication Literacy Iowa Alternate Assessment 1%
Provide Training/Professional Development. Prepare teachers to	SEA and AEA consultants and	Fall 2009 (A pilot	Teachers can extract learning progressions from the Iowa Core Curriculum.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
use the process of formative assessment to inform instruction and learning as described in the research-base.	LEA trainers.	<p>professional development project is providing training for participants from each AEA and 17 LEAs in formative assessment).</p> <p>October 14, 2009 –March 15, 2009 (Nine professional development modules delivered with the intent to build the capacity of the AEAs and LEA lead teams in delivering state-wide professional development in formative assessment).</p> <p>June 2010 (Effectiveness of professional development modules evaluated).</p> <p>Fall 2010 (AEAs will begin providing professional development in extracting learning progressions from the Iowa Core Curriculum and in formative assessment).</p>	Teachers can use the learning progressions in planning formative assessment strategies and practices aligned to the Iowa Core Curriculum.
Provide Training/Professional Development. The goal of this professional development initiative is to increase student learning by engaging students in authentic intellectual work. Authentic Intellectual Work (AIW) is defined by three criteria- <i>construction of knowledge</i> , through <i>disciplined inquiry</i> , to produce discourse, products, and performance that have <i>value beyond school</i> .	SEA consultants, AEA consultants, teachers, administrators, and coaches to form professional learning communities.	<p>FFY 2009 (2009-2010).</p> <p>September 2009 Kick-offs: regional and site-based.</p> <p>February 19, 2010 (AIW Mid-year institute).</p> <p>Two school meetings per year with AIW coach facilitating.</p> <p>Three regional leadership meetings per year.</p>	<p>Reading and mathematics ITBS and ITED scores.</p> <p>Thirty-three schools implementing AIW.</p> <p>Three cohorts started.</p>

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the Iowa Department of Education staff.

In the OSEP Response Letter to Iowa for FFY 2007 (2007-2008), OSEP reported Iowa's status on Indicator 4 as:

The State revised the improvement activities for this indicator and OSEP accepts those revisions.

The State's FFY 2007 reported data for this indicator are 2.75%. These data represent progress from the FFY 2006 data of 3.01%.

The State did not meet its FFY 2007 target of 1.50%.

OSEP's Analysis and Next Steps for Iowa included:

As noted in the revised Part B Indicator Measurement Table, in reporting on this indicator in the FFY 2008 APR, due February 1, 2010, the State must again describe the results of the State's examination of data from FFY 2007 (2007-2008). In addition, the State must again describe the review, and if appropriate, revision of policies, procedures and practices relating to the development and implementation of the IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for LEAs identified with significant discrepancies in FFY 2007, as required by 34 CFR §300.170(b).

In this APR, Iowa will: (a) report actual target data, (b) describe the results of the State's examination of data from FFY 2007 (2007-2008), (c) describe the review, and if appropriate revision, of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified with significant discrepancies in FFY 2007 (2007-2008), as required by 34 CFR §300.170(b), and (d) report on improvement activities and explain progress or slippage, and (d) justify any changes to targets or improvement activities.

Performance on Indicator 4B is not required for the FFY 2008 (2008-2009) submission of the APR per instructions from OSEP. Measurement and targets on 4B are not included in this APR submission.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: FAPE in the LRE

Indicator 4(A): Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

The following measurement was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- A. A. Percent = $\left[\frac{\text{(\# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs)}}{\text{(\# of districts in the State)}} \right] \text{ times } 100$.
- B. Percent = $\left[\frac{\text{(\# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards)}}{\text{(\# of districts in the State)}} \right] \text{ times } 100$.

Include State's definition of "significant discrepancy."

The percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from 1.50% to 1.00% of districts identified as having significant discrepancy in suspensions and expulsions over the span of the six-year State Performance Plan. The SEA's definition of significant discrepancy is 2.00% above the state average in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. The state uses both in-school and out-of-school suspensions as well as expulsions in making this calculation.

In- school and out-of-school suspension are both defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons," with a student still being under the supervision of school officials during an in-school suspension. Expulsion is

defined as “a school board removal of a student from school classes and activities for disciplinary reasons,” (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005).

The percent of districts with significant discrepancy is calculated by (1) identifying districts 2.00% or more above of the SEA’s rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the state, and (3) multiplying by 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<p>A. 1.50% or less of districts are identified as having a significant discrepancy of 2.00% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. Indicator 4B not required by OSEP</p>

Actual Target Data for FFY 2007 (2007-2008):

Figure B4.1 depicts suspension and expulsion data for FFY 2007 (2007-2008) as the percent of districts identified as having a significant discrepancy of 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

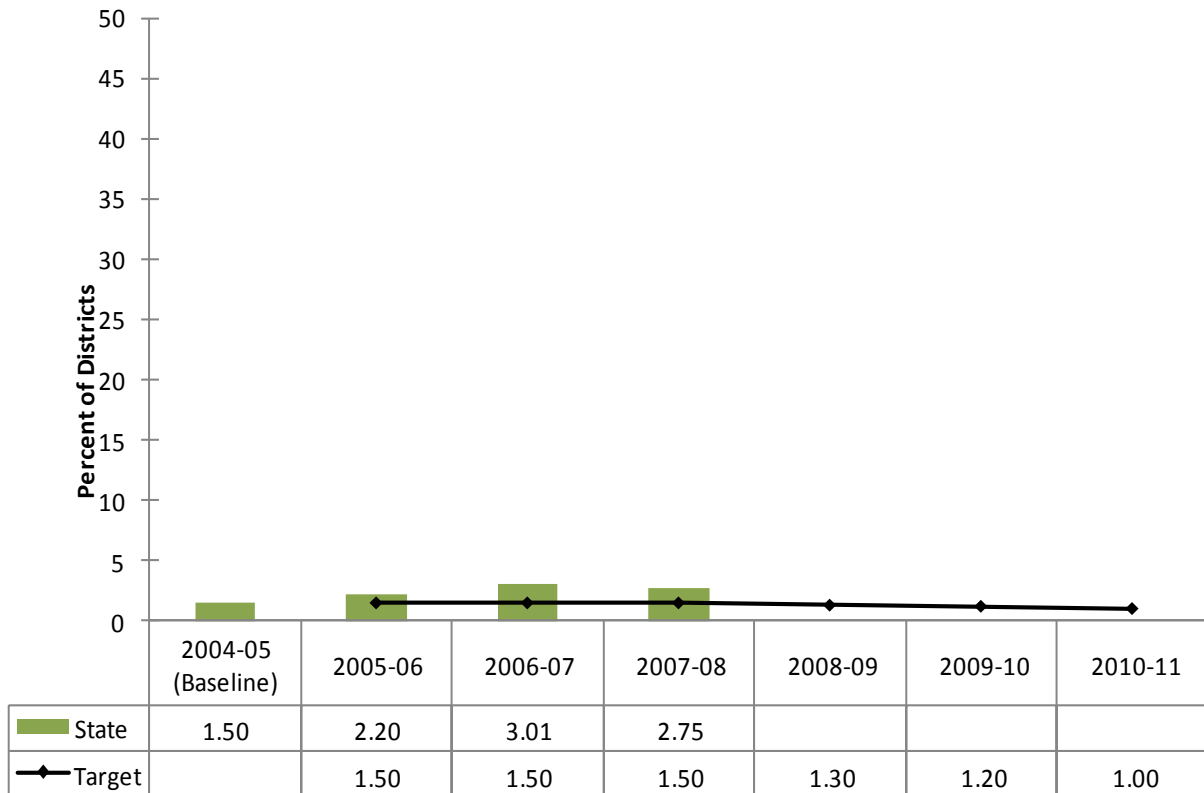


Figure B4.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and the SEA Target. Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).

Figure B4.1 shows that the SEA did not meet the FFY 2007 (2007-2008) target of 1.50 percent of districts having a significant discrepancy of 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, with the actual target data being 2.75% of districts. Performance in FFY 2007 (2007-2008) represents an improvement from FFY 2006 (2006-2008), however.

Table B4.1 provides the actual numbers used to address the measurement for Indicator 4A.

Table B4.1
Number of Districts Exceeding Measurement, Total Number of Districts, and Percent of Districts Exceeding Measurement

Description	Number
(a) Number of students with IEPs enrolled, ages 6-21	63332
(b) Number of Students with IEPs suspended or expelled for greater than 10 days	650
(c) State average percent of students with IEPs suspended or expelled for greater than 10 days [c = (b/a) * 100]	1.03
(d) Threshold for significant discrepancy = state average + 2.00% (Percent = c+2.00)	3.03
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	10
(f) Total number of districts	364
(g) B4 Percent = e/f*100	2.75

Source. Iowa Department of Education Project EASIER Tables, FFY 2008 (2008-2009) and Iowa 618 Table 4, FFY 2007 (2007-2008).

State Review of Policies, Procedures, and Practices Relating to the Development and Implementation of IEPs, the Use of Positive Behavioral Interventions and Supports, and Procedural Safeguards to Ensure Compliance with Part B of the IDEA as Required by 34 CFR §300.170(b)

Districts identified as significantly discrepant based on for FFY 2007 (2007-2008) data participated in a three-tiered review and action planning process which included:

- (1) A formal document review**
- (2) A file review of individual students with IEPs who have had 10 or more days of suspension/expulsion**
- (3) Analysis of the data from tiers one and two and the development of a District Action Plan**
- (4) Assignment of a contact person at the Iowa Department of Education**

A description of the three-tiered process follows.

**Three-Tiered Approach to LEA Review and Action Planning
for Suspension and Expulsion**

Tier One

1. Document Review was completed by LEA and AEA staff.

Tier Two

2. IEP File Review was completed by LEA and AEA staff members. Reviews will be conducted on files from the previous year for identified students. The purpose was to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEPs.

Tier Three

3. An analysis of the data gathered through tiers one and two was conducted and a District Action Plan was completed. The required Action Plan tool is provided. This tool provides guidance on the completion of the analysis and the contents of District Action Plan.

Department of Ed. Contacts

In support of LEAs and AEAs, the SEA hired a consultant that will serve as a contact person for districts identified as significantly discrepant with respect to the suspension and expulsion of students with disabilities. The consultant will be able to assist districts with the review process and implementation of district action plans. The SEA consultant will monitor the implementation and effectiveness of district action plans during the year. In addition, the SEA consultant will provide support to the districts as needed and will assist with linking districts to SEA resources and upcoming learning opportunities.

Results from the review of policies, procedures and practices conducted by the SEA for districts identified as significantly discrepant for FFY 2007 (2007-2008) are provided in Table B4.2.

Table B4.2
Findings for Indicator B4, FFY 2006 (2006-2008)

Compliance Requirement	Number of Programs Monitored	Number of Programs Reviewed	Number of Findings
<i>Review and Revision of Policies 34 CFR § 300.170(b)</i>	364	10	4
<i>Prior Notice by the Public Agency 34 CFR § 300.503</i>	364	10	1
<i>Authority of School Personnel 34 CFR § 300.530</i>	364	10	2

Source. Iowa Project EASIER, FFY 2007 (2007-2008) and Indicator B4 Review Protocol FFY 2008 (2008-2009).

Data in Table B4.2 indicate that for FFY 2007 (2007-2008) 4 of 10 districts were found to be noncompliant in the policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards (41.170 [2]-Suspension and expulsion rates. Review and revision of policies). As corrective action, the SEA required the district to review and revise policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards within 45 days of receipt of the report of noncompliance. The State will review revisions to policies, procedures, and practices made by LEAs to ensure corrections were completed no later than one year from the date on which findings were identified.

One out of 10 districts were noncompliant in providing prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004 (41.503- Prior notice by the public agency; content of notice). As corrective action, the SEA required the District to review and/or revise the district's procedure for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004 within 45 days of receipt of the report of noncompliance.

Two of 10 districts were found noncompliant in establishing a procedure for the training of staff regarding the discipline provisions of IDEA 2004 (41.530 Authority of school personnel). As corrective action, the SEA required the district to establish a procedure for the training of staff regarding the discipline provisions of IDEA 2004 within 45 days of receipt of the report of noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B4.4.

Table B4.4
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	Capability of reporting on and being in compliance for B4B in FFY 2009 (2009-2010)	Ongoing through FFY 2010 (2010-2011)
Improve data collection and reporting. Data were verified within the Project EASIER system.	Improved accuracy of suspension and expulsion data.	Ongoing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. Suspension and expulsion data, as well as progress Monitoring/outcome data from School-wide Positive Behavioral Supports, and the Challenging Behavior Project, were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, statewide PBIS Leadership Team, and Learning Supports Advisory Team.	Stakeholders determined that (1) the Challenging Behavior Project restructuring efforts should continue based on statewide needs, and (2) PBIS should continue their focus on secondary and tertiary levels of support, and (3) Standardized professional development for discipline/behavior in the following areas needs to be collaboratively developed across AEAs: discipline/behavior procedures, manifestation determination, functional behavioral assessment and behavior intervention plans.	Ongoing through FFY 2010 (2010-2011)
Provide technical assistance. The Challenging Behavior Project provides comprehensive services for children with developmental disabilities who need consultation regarding significant behavioral needs. This service helps children, families and schools find effective ways to manage behavioral difficulties. The SEA provides funds to Center for Disabilities and Development for consultation to assist specific students, as well as for training opportunities to build and maintain the skills of parents, and school teams who serve students with challenging behaviors.	During FFY 2008, 224 students were enrolled in the Consultation Service for Students with Challenging Behavior-CBS, with referrals from each of the ten Area Education Agencies. One hundred fifty-one (151) students were returning referrals enrolled in services in FFY 2007-2008; 73 were new referrals in FFY 2008-2009. During these 12 months, 121 students graduated from this consultation service to minimal support needed within the classroom, based on recommendations from the CBS behavioral consultation team and/or members of the local school team. Based on stakeholder	Ongoing through FFY 2009 (2009-2010)

Improvement Activity	Measureable Outcomes	Status/Next Steps
	feedback, direct consultation from CDD will decrease proportionately to the increased AEA skill of the Technical Assistance Consultant (TAC; renamed AEA Behavior Specialist)	
Provide technical assistance. The SEA uses suspension and expulsion data in making annual AEA and LEA determinations regarding districts in need of review of policies, procedures and practices	All LEAs and AEAs were notified of determinations status. One school district was found to be in need of assistance for FFY 2007 data were significantly discrepant for Indicator 4A.	Ongoing through FFY 2010 (2010-2011)
Program development. Restructure/strengthen PBIS: (1) Complete a comprehensive PBIS program review (2) Use results of program review to restructure/strengthen Iowa's PBIS initiative (3) Establish standardized and online core content training for statewide PBIS trainers;	(1) Completed review (2) Results used to inform SEA of gaps, needs, and strengths of the statewide PBIS system; results used to develop technical assistance and sustainability of efforts (3) Standardized and accessible core content training across the state	Activities 1 and 2 are completed. Activity 3 is ongoing through FFY 2010 (2010-2011)
Program development. Restructure/strengthen secondary level of supports: (1) Develop a comprehensive list of programs/strategies within Supplemental/ Secondary supports across the 6 content areas of Learning Supports; (2) Develop an online tool to access (1) (3) Use results of PBIS program review to address secondary level of supports	(1) Comprehensive list of programs/strategies for secondary supports completed (2) Comprehensive list accessible (3) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts	Activity 3 is completed. Activities 1 and 2 are ongoing through FFY 2010 (2010-2011)
Program development. Restructure/strengthen tertiary level of supports specific to <u>discipline and behavior</u> through the implementation of 4 goals which all contain similar activities [(a)Develop/ implement content materials, (b)Develop online support materials and training, (c) Develop evaluation processes/ materials]: (1) Establish standardized/online procedures manual training [which includes seclusion and restraint]; (2) Establish Awareness Campaign (3) Establish professional development (Skill building 1 and Skill building 2) to develop skills across general and special educators to support students with or at-risk of behavioral problems (4) Establish Technical Assistance Consultant (TAC) Professional Development to develop behavioral specialists within the AEA In addition: (5) Develop a comprehensive list of programs/strategies within Intensive/Tertiary Supports across the 6 content areas of Learning Supports; (6) Develop an online tool to access (5) (7) Use results of PBIS program review to address secondary level of supports	(1) Procedures Manual Training developed (online access and training implemented in FFY 2009) (2) Awareness campaign developed (dissemination in FFY 2009) (3) Professional development materials for Skill Building 1 completed (4) Targeted training and support developed for Lead Technical Assistance Consultants and AEA TAC Teams (see <u>Challenging Behavior</u> below) (5) Comprehensive list of programs/strategies for secondary supports completed (6) Comprehensive list accessible (7) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts	Ongoing through FFY 2010 (2010-2011)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Program development. Restructure the Challenging Behavior Project through Goal 4 above, Establish Technical Assistance Consultant Professional Development: (1) Establish 3-tiered partnership to implement appropriate behavioral supports; (2) Develop and implement TAC specialized content and practicum/ internship curricula (3) Develop/implement evaluation processes/materials	(1) 3-tiered partnership established and collaboration ongoing (2) Beginning structure for TAC specialists developed (3) Not completed – outcomes were not anticipated for this activity.	Ongoing through FFY 2010 (2010-2011)
Program development. Continue Project LINC: (1) Strengthen cross-agency/organization collaboration (through the Learning Supports Advisory Team) (2) Develop linguistically appropriate and culturally competent guidelines (3) Establish a statewide Crisis Intervention Program (4) Establish a Family-Centered, School-based Mental Health Wraparound Model (5) Evaluate collaborative processes, training/TA and impact on system-level responsiveness to mental health needs	Overall - Increased number of educational personnel trained in the referral of students with mental health needs. Specifically - (1) Established cross-agency/organization collaboration to continue to develop tertiary system for mental health supports (2) Completed linguistically and culturally competent guidelines (3) Established crisis intervention program by Fall 2009 (4) 6 pilot sites with established wrap processes by 2009-2010 (5) Results from evaluation used to develop state-wide tertiary system for mental health supports within schools by 2010-2011	Ongoing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. A Refinement of LEA Review process for suspensions and expulsions was implemented; Engage in continued review for LEAs determined to be in need of review of policies, procedures and practices	The Refined Review protocol completed in August 2008 (FFY 2008 [2008-2009]) and identified schools underwent policy and practice reviews in Fall 2008. LEAs were assigned DE level Contacts that supported the LEA throughout the year.	Completed for FFY 2008 (2008-2009)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows.

The state percent of districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year decreased from 3.01% in FFY 2006 (2006-2007) to 2.75 in FFY 2007 (2007-2008). This 0.26% decrease, from 11 districts to 10 districts, is attributed to (a) continued efforts by the SEA to provide technical assistance to both AEAs and LEAs regarding discipline, (b) continued efforts by the SEA to promote the adoption of PBS in districts, (c) continued efforts by the SEA to help districts understand discipline data. Due to changes in the SPP/APR Part B Measurement Table, data reported in this APR are the same as the data Iowa reported in the FFY 2007 APR that was submitted in February of 2009. Updated data reflecting FFY 2008 (2008-2009) will be reported in the APR due February 1, 2011.

Per the Part B State Performance Plan questions and answers (revised 11/23/05), and the OSEP SPP/APR conference call held on 12/13/2007, SEAs are required to report for Indicator B4 the following specifics around correction of noncompliance:

1. What analysis was conducted to determine where noncompliance was occurring?
 2. Why was noncompliance occurring?
 3. What changes in policies, procedures and practices were determined necessary?
 4. How does the state know that timely correction occurred?
 5. If timely correction did not occur, what enforcement actions were taken by the state?
1. The SEA uses data from Project EASIER to track the number of students with IEPs suspended and expelled for greater than 10 days by district to determine (a) the statewide rate of suspensions and expulsions, and (b) district rates of suspensions and expulsions. The percent of districts with significant discrepancy was then calculated by (1) identifying districts above 2% of the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the state, and (3) multiplying by 100. The SEA conducts a review of policies, procedures, and practices in order to determine noncompliance for districts identified as exceeding the state's average by more than 2%.
 2. The SEA determined that for FFY 2007 (2007-2008), districts were considered noncompliant in this area primarily due to lack of (a) review and revision of policies, procedures and practices relating to the development and implementation of IEPs, (b) the use of positive behavioral interventions and supports (PBIS), and procedural safeguards, and (c) training of staff regarding the discipline provisions of IDEA 2004 and PBIS.
 3. For FFY 2007 (2007-2008), districts (a) reviewed and revised policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, (b) reviewed and/or revised procedures for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004, and (c) reviewed and revised district policies, procedures and practices regarding the discipline provisions of IDEA 2004.
 4. As part of a corrective action plan, districts are required to provide evidence to the SEA that any required corrections were completed and when the corrections were completed. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code. Monitoring of corrective actions is carried out by the SEA's monitoring consultant.
 5. Districts not completing corrective actions in a timely manner will be cited by the SEA as noncompliant, and repeated instances of failure to correct noncompliance may result in the withholding of a portion of Part B funds.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B4.5.

(Note: Activities listed as ongoing in Table B4.4 will continue in FFY 2009 (2009-2010), and are not listed in Table B4.5).

Table B4.5
Improvement Activities Proposed for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. Any identified refinement of LEA Review process for suspensions and expulsions will be developed during FFY 2009-2010 with implementation in fall of 2010.	1 Compliance and Monitoring Consultant with assistance from the Learning support Team	Fall 2009- July 2010	Implementation of any new processes and or technical support in Fall of 2010

State of Iowa Department of Education

Suspension and Expulsion

2008-2009 School Year

September, 2009

Bureau of Student and Family Support Services

Iowa Department of Education



Discipline – Suspension and Expulsion

Suspension and expulsion rates refer to the number of students with disabilities suspended or expelled for greater than 10 days. Suspension in regards to this indicator (B4) refers to both In-School and Out-of-School suspensions because it is looking at the use of Suspension as a disciplinary action. Out-of-School suspensions are, “instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP.” The same is then true for In-School suspensions, and includes removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP. Note: Up to half a day is counted as half a day, half a day or more is counted as a full day.

Expulsion is, “an action taken by the district removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with district policy. Includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365.” (OSEP Data Fact Sheet-Discipline: October 2006).

Reviewing Suspension and Expulsion

The Department of Education has identified certain activities that assist districts in looking at the root causes for a higher than desirable rate of Suspension/Expulsion. There are three areas for analysis of suspension and expulsion. The three areas that are addressed involve the review and revision of (1) district policies, (2) procedures and (3) practices. This review is conducted by looking at the development and implementation of IEPs, the use of positive behavioral interventions and supports, and implementation of procedural safeguards.

Districts identified as noncompliant in the area of suspension/expulsion will participate in a three-tiered review and action planning process which includes: (1) a formal document review, (2) a file review of individual students with IEPs who have had 10 or more days of suspension/expulsion, and (3) analysis of the data from tiers one and two and the development of a District Action Plan.

Three-Tiered Approach to LEA Review and Action Planning for Suspension and Expulsion

Tier One

- Document Review will be completed by LEA and AEA staff. An ICN will be provided for districts explaining the Document Review (**ICN dates are Sept. 29th from 1:00-2:30 or Oct. 2nd from 1:00-2:30, you only need to attend one.**) The location of the viewing sites is included in this envelope.

Tier Two

- IEP File Review will be completed by LEA and AEA staff members, training on the file review template will be included in the above ICN sessions. Reviews will be conducted on files from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEPs.

Tier Three

- An analysis of the data gathered through tiers one and two is then conducted and a District Action Plan is completed. The required Action Plan tool is provided. This tool provides guidance on the completion of the analysis and the contents of District Action Plan.

Department of Ed. Contacts

In support of LEAs and AEAs, each identified district will be assigned a DE contact person this school year. This person will be able to assist districts if questions arise about the review process or action plans. The DE Contacts will be following up with districts on their District Action Plans during the year. The DE contacts will provide support and can assist with linking districts with DE resources and upcoming learning opportunities. DE Contacts will submit a summary at the end of the year to the DE describing the growth made on actions and with student Suspension/Expulsion data.

Tier One*Document Review*

This is to be completed by designated LEA and AEA staff.

The document review is designed to review and align policies across the following school documents: school board policies and student handbook. School district administrative personnel and teaching staff along with AEA personnel will conduct the review to assure policies and practices compel students to remain in school and the policies and practices align in order to provide parsimonious information to school and community.

You will complete the following:

The School Board Policy Review and Student Handbook Review and Comparison Chart.

Use the information from the chart to assist you in completing the District Action Plan.

Tier One**School Board Policy & Student Handbook Review and Comparison Chart**

The following items will apply only to School Board Policies. Review your policies and answer the following questions:

- ☐ Policy to ensure that students are free from discriminatory practices in the educational program-
Is it present? y/n
- ☐ Policies related to the provision of special education and related services-
Provision of a free and appropriate public education. Is it present? y/n
Provision of special education and related services. Is it present? y/n
Provision of special education and related services in the least restrictive environment. Is it present? y/n
Protecting the confidentiality of personally identifiable information. Is present? y/n
Graduation requirements for eligible individuals. Is it present? y/n
Requirements for administration of medications, including a written medication administration Record. Is it present? y/n
Special health services. Policy is present. y/n
- ☐ Documentation that the Board of Education provides special education programs and services for its resident children that comply with rules of the State Board of Education implementing Iowa Code chapters 256, 256B, 273, and 280.281-
Letter from the AEA Education Agency Special Education Director indicating the district is in compliance. Is it present? y/n

Documents which address the provisions for meeting the needs of at-risk students-
Valid and systemic procedures and criteria to identify at-risk students throughout the district's
school-age population. Are these present and up to date? y/n
Determination of appropriate ongoing educational strategies for alternative options
education
programs. Are there documents that demonstrate this? y/n

- ☐ Documents pertaining to Title IV-A
A crisis management plan and security procedures for the time when students are at school
and
on their way to and from school. Are there up-to-date documents? y/n
A code of conduct policy for all students that clearly delineates the responsibilities of
students,
teachers and administrators in maintaining a safe, drug-free school environment.
Policy is present. y/n

What do you do with this information?

If you answered no to any of the above you may need to go back

and address those areas.

Tier One

You will need both School Board Policies and Student Handbook for this section of the review.

Issue	School Board Policy	Student Handbook
Graduation requirements- Are they clearly stated?		
Requirements meet current state mandates?		Not applicable

Student responsibility and discipline, including attendance-See chart below.

SBP= School Board Policies

SH= Student Handbook

Issue	A		B		C	D	E
	Is it addressed?		Is it worded positively?		Has the district identified a way to address this proactively so that issues can be avoided?	If an issue occurs- is it dealt with positively or punitively?	Complete this column if you are a <u>PBS site-site</u> or are utilizing other Positive Behavior strategies. Do your policies reflect the Positive Behavior philosophies that you are now implementing?
	Answer yes or no.		Answer yes or no.		Answer yes or no.	Indicate positive (+) punitive (-).	
	SBP	SH	SBP	SH			Answer yes or no.
Attendance – tardy policy					SBP	SH	
Attendance-truancy policy							
Use of tobacco							
Use or							

possession of
alcoholic
beverages or
any controlled
substance
Harassment of
or by students
and staff

SBP SH SBP SH SBP SH

Violent,
destructive,
and seriously
disruptive
behavior

Suspension,
expulsion,
emergency
removal, and
physical
restraint
Weapons

Out-of-school
behavior

Participation
in
extracurricular
activities

Academic
progress

Citizenship

Upon completion of this chart go back and :

- 1. Highlight any that you answered No in columns A through C. Decide if or how this needs to be addressed in your District Plan.**
- 2. Look in column D for any you found to be punitive versus positive and highlight. Decide if or how this needs to be addressed in your District Plan.**
- 3. Look for non-alignment between your answers to your School Board Policies and Student Handbook and determine the implications. Decide if or how this needs to be addressed in your District Plan.**
- 4. If you completed column E look for non-alignment.**

What do you do next?

- ✓ **Complete your analysis of the Tier One information and combine this information with the information gathered in the Tier Two - IEP File Review.**

Final Step-

- ✓ **Complete your District Action Plan. The required form for the District Action Plan is provided.**

The analysis and completion of the Distinct Action Plan is a collaborative effort between the LEA and AEA.

Additional Questions- please answer:

Are you currently a PBS building? If yes, for how long?

Are you currently implementing other forms of school-wide behavioral initiatives? If yes describe.

Tier Two

IEP File Review

This is to be completed by designated LEA and AEA staff.

The file review is designed to review the IEP of identified individual students with 10 or more days of suspensions/expulsions. Reviews will be conducted on IEPs from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEP.

IEP File Review

Review the student's IEP and check for the presence of each of the following.

Circle Y or N

- ☐ Goal(s) listed in the area of behavior. Y/N
- ☐ Positive Behavioral Interventions and Supports considered and addressed in IEP. Y/N
- ☐ Functional Behavioral Assessment needed and conducted. Y/N
- ☐ Results of Functional Behavioral Assessment. Y/N
- ☐ Behavioral Intervention Plan needed and developed. Y/N
- ☐ Alignment of Function and Intervention Plan. Y/N
- ☐ Manifestation Determination conducted. Y/N
- ☐ Results of Manifestation Determination aligned with function, intervention plan, and behavior goal. Y/N
- ☐ Documentation/records of any prior student suspensions if applicable. Y/N

:

Tier Two- Procedures and Practices**IEP File Review Results**

After reviewing the files for each student and completing the checklist enter your data in this chart.

This information will be used in your analysis and then development of your District Plan.

Item	Indicate the number of yes scores over the total possible for that item.
Goal(s) listed in the area of behavior	
Positive Behavioral Interventions and Supports considered and addressed in IEP Functional Behavioral Assessment needed and conducted Results of Functional Behavioral Assessment	
Behavioral Intervention Plan needed and developed. Alignment of Function and Intervention Plan.	
Results of Manifestation Determination aligned with function, intervention plan, and behavior goal Documentation/records of any prior student suspensions if applicable	

What do we do with this information?

You will need to include in your District Action Plan how you will address any areas of concern with your procedures and or practices.

A District Plan might address this by :

- 1. Determining the professional learning and or technical assistance that will be planned and delivered to staff in the next year.**
- 2. Correction of individual IEPs if needed.**

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)

Overview of the Annual Performance Plan Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 5, OSEP indicated Iowa was compliant with measurement and rigorous target requirements. Hence, the SEA will report on efforts to improve performance. Specifically, progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

[Iowa's Accountability Workbook is available at:](#)

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: FAPE in the LRE

4. Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a) (3) (A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the

day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Measurable and Rigorous Target:

The provision of children/youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the three subcomponents of this indicator.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<p>A. 55.00% of children with IEPs ages 6-21 are inside the regular class 80% or more of the day.</p> <p>B. 12.50% of children with IEPs ages 6-21 are inside the regular class less than 40% of the day.</p> <p>C. 3.70% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>

Actual Target Data for FFY 2008 (2008-2009):

Iowa's process of General Supervision ensures that decisions about placement are based on the needs of each individual child. Iowa's State Rules of Special Education, Area Education Agency Procedures Manuals for Special Education, and District Plans for Special Education, all contain provisions about decision-making for eligibility for special education services, and on goals and services that constitute a free appropriate public education in the least restrictive setting being made by a team of individuals, including parents, based on the unique needs of each child.

Data reported below are generated from Iowa's Information Management System for Special Education (IMS) and are identical to data reported in Iowa's 618 Table 3 on the Implementation of FAPE Requirements for 2009. These data are valid and reliable and reflect Iowa's special education count date of October 30, 2009 (which falls between October 1 and December 1, 2009). Data represent all students, as sampling is not allowed for Indicator B5.

Figure B5.1 presents the State baseline, measureable and rigorous targets, and actual target data through FFY 2008 (2008-2009) for the percent of children with IEPs aged six through 21 inside the regular class 80% or more of the day.

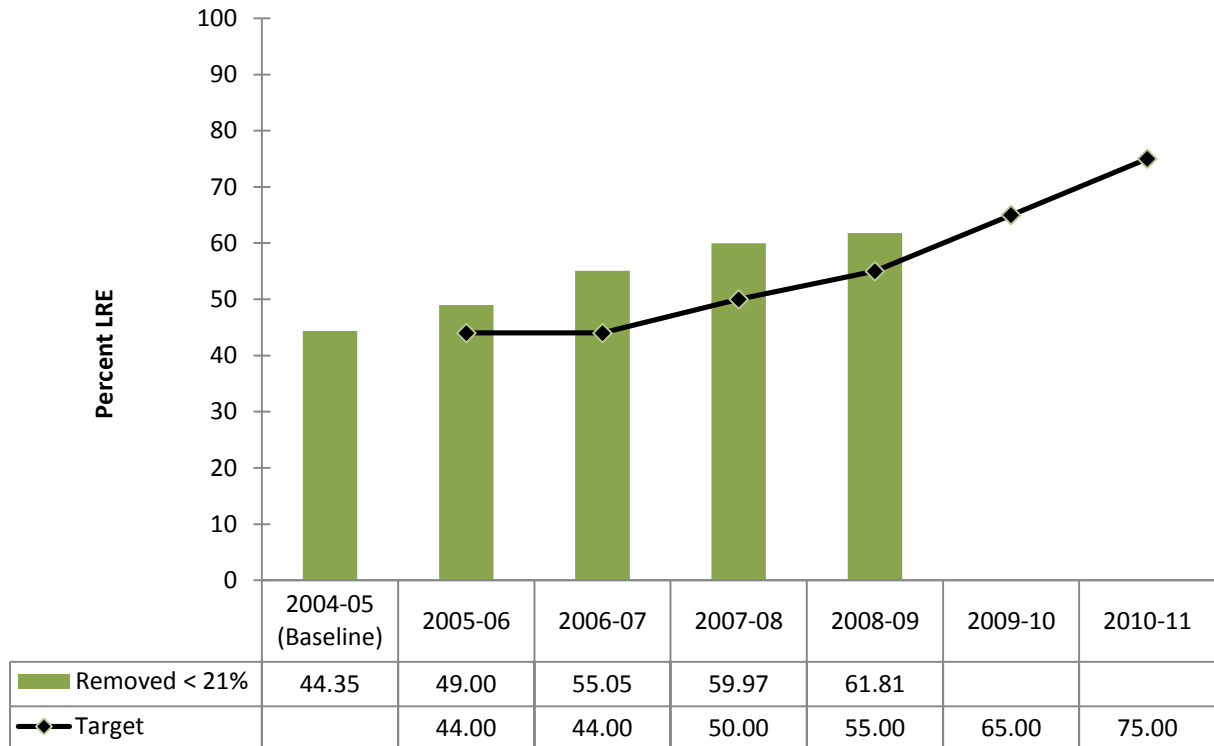


Figure B5.1. SEA Percent of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day.
 Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2008 (2008-2009), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).

Iowa met the state target for Indicator 5A for FFY 2008 (2008-2009). Results of the State data indicate an increase from 59.97% of children who remained in general education at least 80% of the day in FFY 2007 (2007-2008) to 61.81% in FFY 2008 (2008-2009).

Figure B5.2 presents the State baseline, targets, and data through FFY 2008 (2008-2009) for the percent of children with IEPs ages 6 through 21 inside the regular class less than 40% of the day.

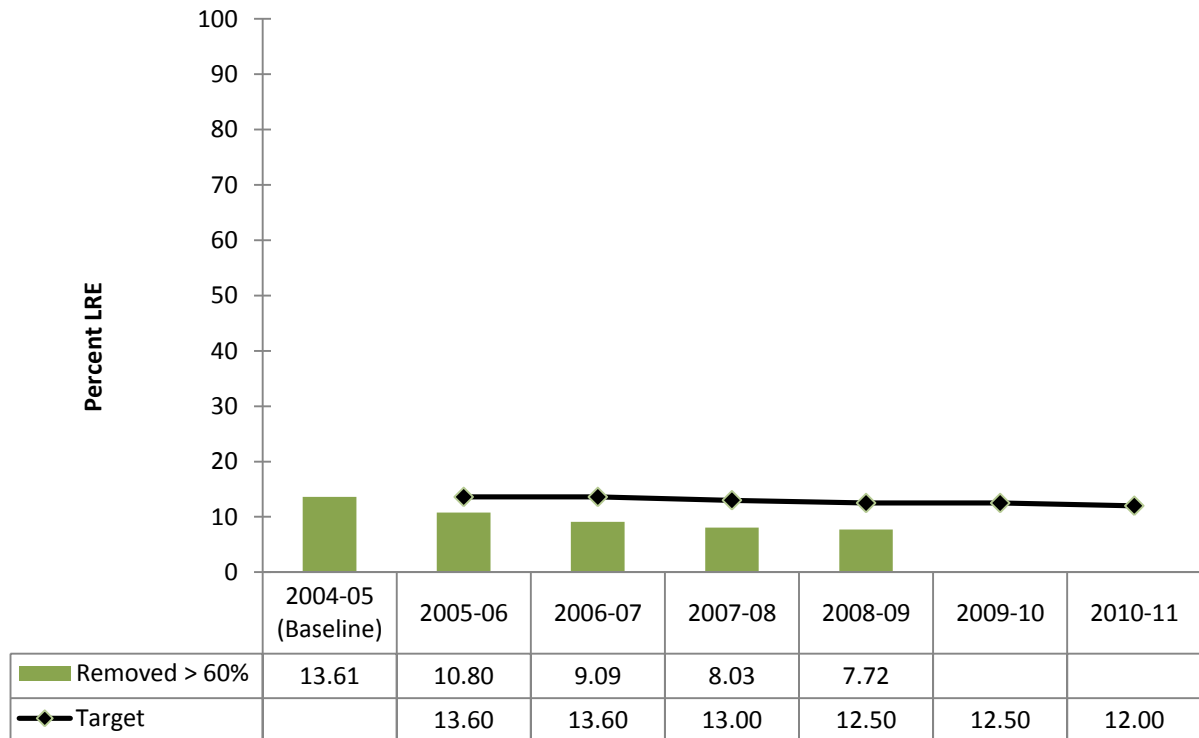


Figure B5.2. SEA Percent of Children with IEPs Ages 6-21 Inside the Regular Class Less Than 40% of the Day.

Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2008 (2008-2009), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).

Iowa met the target for Indicator 5B for FFY 2008 (2008-2009). Results of the State data indicate a decrease from 8.03% of children in general education less than 40% of the day in FFY 2007 (2007-2008) to 7.72% in FFY 2008 (2008-2009).

Figure B5.3 presents the State baseline, targets, and data through FFY 2008 (2008-2009) for the percent of children with IEPs ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

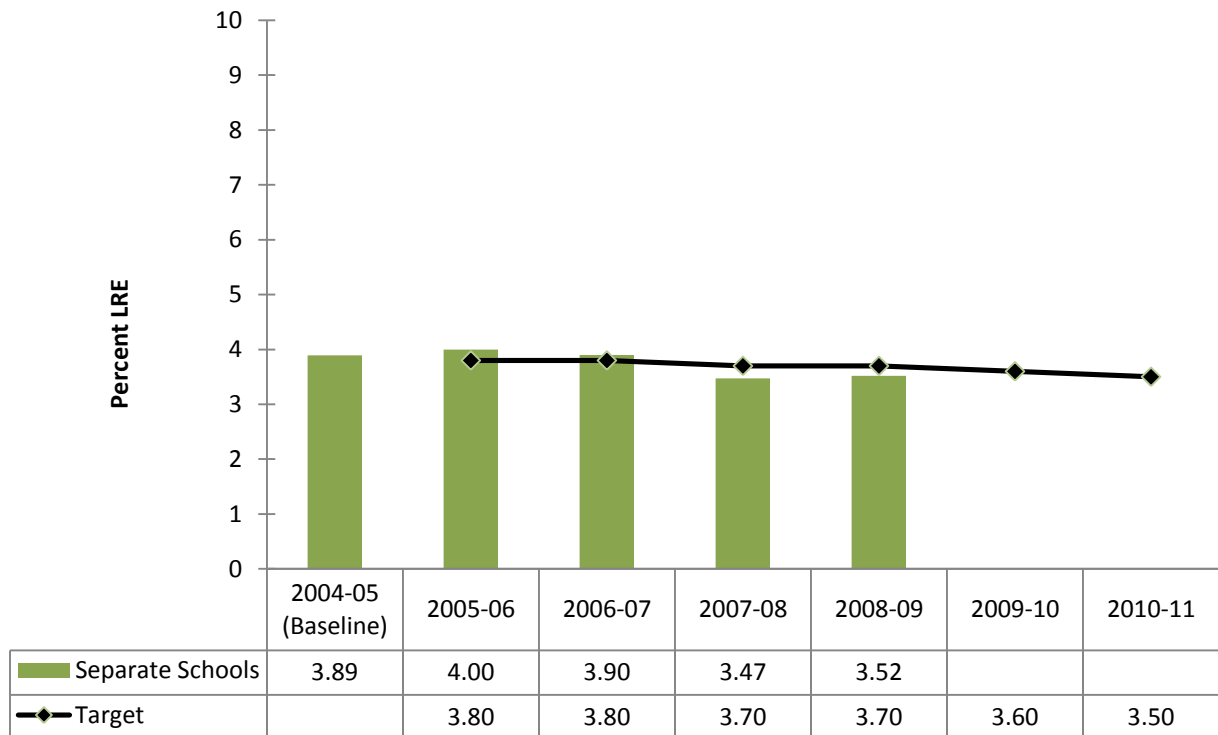


Figure B5.3. State Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements. Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2008 (2008-2009), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).

Iowa met the target for Indicator 5C for FFY 2008 (2008-2009). Results of the State data indicate an increase from 3.47% of children in residential and separate facilities in FFY 2007 (2007-2008) to 3.52% in FFY 2008 (2008-2009).

Indicator 5 data were analyzed by regions. The following three figures and tables summarize AEA-level results of measurements 5A, 5B, and 5C. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, per the State Eligibility Document.)

Figure B5.4 depicts AEA measureable and rigorous targets and actual target data for FFY 2007 (2007-2008) through FFY 2008 (2008-2009) for the percent of children with IEPs ages six through 21 inside the regular class 80% or more of the day. All AEAs exceeded the target in FFY 2008 (2008-2009).

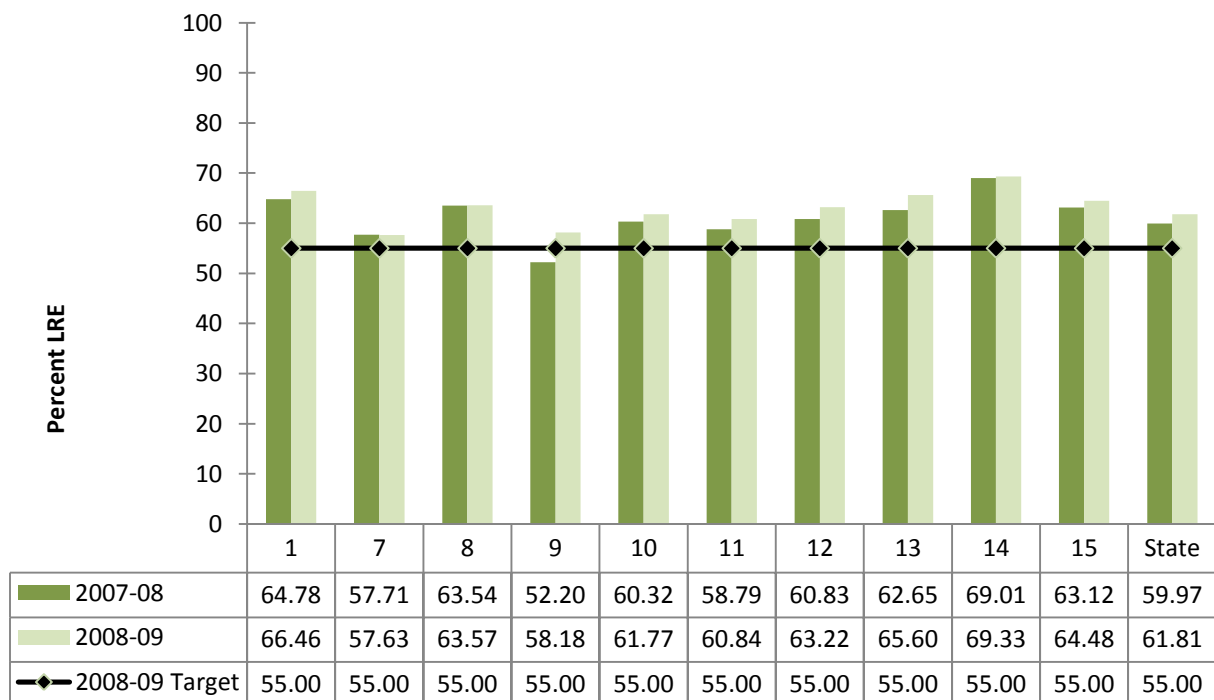


Figure B5.4. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day, by AEA. Source. Iowa Information Management System, FFY 2007 (2007-2008) through FFY 2008 (2008-2009), and Iowa 618 Table 3, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

Table B5.1 provides raw numbers and percents for FFY 2008 (2008-2009), of children and youth with IEPs ages 6-21 inside the regular education class 80% or more of the day, by AEA and for the State.

Table B5.1 AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day											
AEA	1	7	8	9	10	11	12	13	14	15	State
N Setting	2830	5316	2445	3284	5150	8960	2946	2643	1051	3336	3796
N Total	4258	9224	3846	5645	8338	1472	4660	4029	1516	5174	6141
Percentage	66.4	57.6	63.5	58.1	61.7	60.84	63.2	65.6	69.3	64.4	61.81
	6	3	7	8	7	2	0	3	8		

Source. Iowa Information Management System, FFY 2008 (2008-2009), and Iowa 618 Table 3, FFY 2008 (2008-2009).

Results in Table B5.1 are consistent with the measurement, and no explanation of variance is required.

Figure B5.5 presents the AEA measureable and rigorous target and actual target data for FFY 2007 (2007-2008) through 2008 (2008-2009) for the percent of children with IEPs ages six through 21 inside the regular class less than 40% of the day. Nine of the 10 AEAs met the target in FFY 2008 (2008-2009), which represents no change from FFY 2007 (2007-2008).

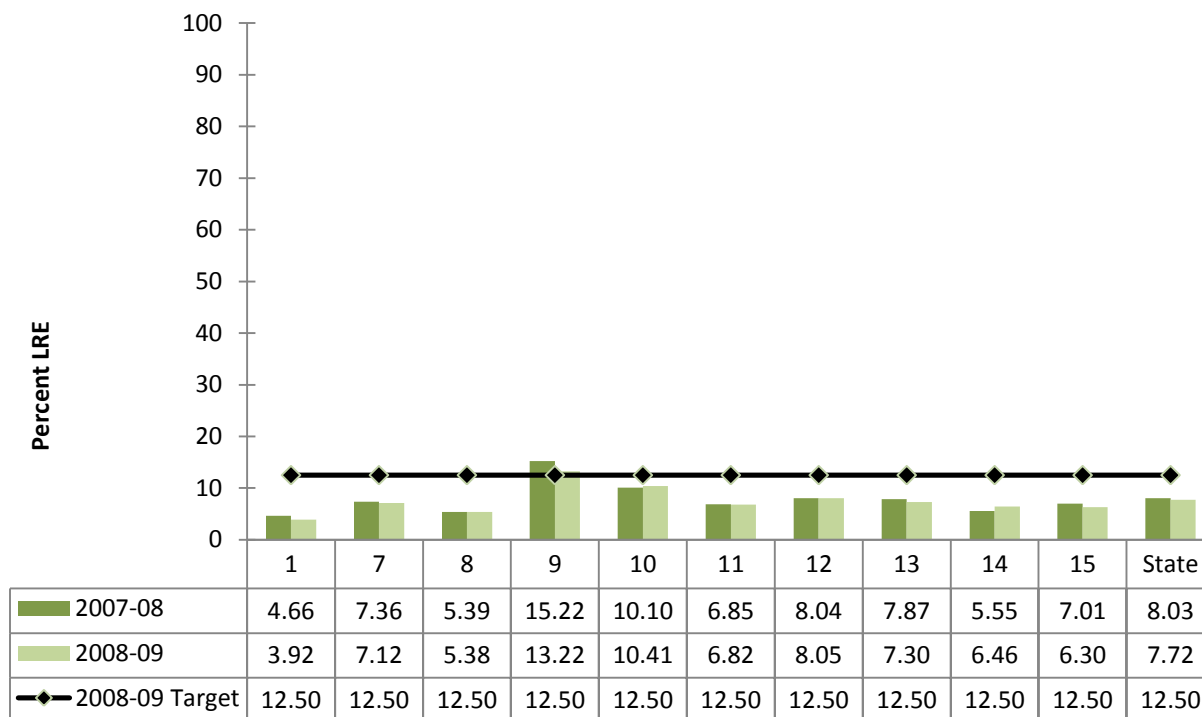


Figure B5.5. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Inside the Regular Class Less Than 40% of the Day, by AEA. Source. Iowa Information Management System, FFY 2007 (2007-2008) through FFY 2008 (2008-2009), and Iowa 618 Table 3, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

Table B5.2 provides raw numbers and percents, at the AEA and State levels, of children and youth with IEPs ages 6-21 inside the regular education class less than 40% of the day.

Table B5.2
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21
Inside the Regular Class Less Than 40% of the Day

AEA	1	7	8	9	10	11	12	13	14	15	State
N Setting	167	657	207	746	868	1005	375	294	98	326	4743
N Total	4258	9224	3846	5645	8338	14728	4660	4029	1516	5174	61418
Percentage	3.92	7.12	5.38	13.22	10.41	6.82	8.05	7.30	6.46	6.30	7.72

Source. Iowa Information Management System, FFY 2008 (2008-2009) and Iowa 618 Table 3, FFY 2008 (2008-2009).

Results in Table B5.2 are consistent with the measurement, and no explanation of variance is required.

Figure B5.6 summarizes AEA measureable and rigorous targets and actual target data for FFY 2007 (2007-2008) through FFY 2008 (2008-2009) for the percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements. Six of 10 AEAs met the target in FFY 2008 (2008-2009), which represents no change from FFY 2007 (2007-2008).

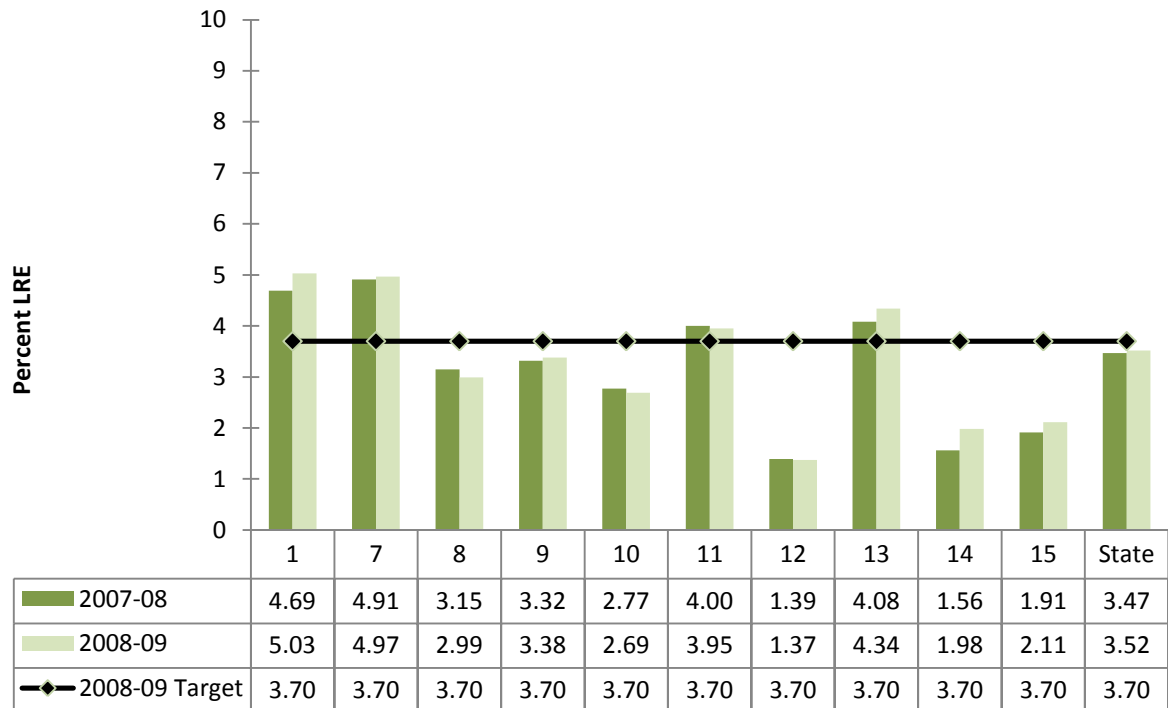


Figure B5.6. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, for AEAs and the State of Iowa.

Source. Iowa Information Management System, FFY 2007 (2007-2008) through FFY 2008 (2008-2009), and Iowa 618 Table 3, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

Table B5.3 summarizes raw numbers and percents of children and youth with IEPs ages 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements, for each AEA and for the State of Iowa.

Table B5.3
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements

AEA	1	7	8	9	10	11	12	13	14	15	State
N Setting	214	458	115	191	224	582	64	175	30	109	2162
N Total	4258	9224	3846	5645	8338	14728	4660	4029	1516	5174	61418
Percentage	5.03	4.97	2.99	3.38	2.69	3.95	1.37	4.34	1.98	2.11	3.52

Source. Iowa Information Management System, FFY 2008 (2008-2009) and Iowa 618 Table 3, FFY 2008 (2008-2009).

Results in Table B5.3 are consistent with the measurement, and no explanation of variance is required.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B5.4.

Table B5.4
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Clarify/examine/develop policies and procedures. SEA will examine policies, procedures and practices of districts in Iowa with exemplary LRE data.	SEA will gain useful Information from schools on practices that have a positive effect on placement in the least restrictive environment.	Ongoing through FFY 2009 (2009-2010)
Improve data collection and reporting. The SEA conducted a review of all placement data in the Information Management System (IMS) for students with IEPs ages 6-21 who were listed as being served in separate schools, residential facilities, homebound/hospital placements, correctional facilities, or parentally placed in private schools.	Placement data in IMS are more valid and reliable.	Ongoing through FFY 2009 (2009-2010)
Improve data collection and reporting. The SEA conducted desk audits to assess the validity and reliability of LRE calculations and resulting data.	Analysis of data indicated that IEP teams were not calculating LRE accurately or reliably. Over 20 training sessions were provided for over 100 AEA consultants and administrators, LEA administrators, and data entry personnel statewide. Training covered LRE calculations and correct data entry procedures. Subsequent desk audits conducted by the SEA verified and ensured the accuracy of every student's LRE information.	Ongoing through FFY 2010 (2010-2011)

Clarify/examine/develop policies and procedures. The SEA required Area Education Agencies to write improvement plans addressing Part B indicators of concern.	All AEAs interpreted results of LRE data.	Ongoing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. SEA's system of compliance monitoring identified and provided for the correction of problems in LRE calculation.	LEAs and AEAs used compliance data to improve LRE.	Ongoing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. SEA used the SEAP as a stakeholder group to analyze root-cause factors affecting LRE.	State, AEA and LEA data brought to SEAP for root cause analysis.	Ongoing for FFY 2008 (2008-2009).

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009).

Iowa met the measureable and rigorous state target for percent of children inside the regular class 80% or more of the day, with actual target data for FFY 2008 (2008-2009) being 61.81%, an improvement from actual target data obtained during FFY 2007 (2007-2008). SEA personnel attribute progress on measurement 5A to: (a) a continued focus on improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Iowa met the measureable and rigorous state target for percent of children inside the regular class less than 40% of the day, with actual target data for FFY 2008 (2008-2009) being 7.72%, an improvement from actual target data obtained during FFY 2007 (2007-2008). SEA personnel explain progress on measurement 5B to: (a) a continued focus on improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Iowa met the measureable and rigorous state target for percent of students served in public or private separate schools, residential placements, or homebound or hospital placements with actual target data for FFY 2008 (2008-2009) being 3.52%, a slight increase from actual target data obtained during FFY 2007 (2007-2008). SEA personnel explain the slight slippage shown on measurement 5C to improved data accuracy in Iowa's Information Management System (IMS).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

No new activities are proposed for FFY 2009 (2009-2010). Activities listed as ongoing in Table B5.4 will continue.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)

Overview of the Annual Performance Report Development:

In the FFY 2007 (2007-2008) Response Table from OSEP, for Indicator 6, OSEP states that:

The State is not required to report on this indicator in the FFY 2008 APR, due February 1, 2010.

In addition, in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, OSEP clarifies that:

By February 1, 2010, States must submit:

- 1) Baseline data, targets and, as needed, improvement activities for Indicator 7 (using the SPP template). In addition, the State must indicate where, on its Web site, a complete copy of the State's revised SPP is available.
- 2) The State's FFY 2008 Part B APR, which must contain actual target data from FFY 2008 and other responsive APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, and 20.
- 3) Information to address any deficiencies identified in OSEP's letter responding to the States February 2, 2009 SPP/APR.

Therefore, consistent with OSEP's directions, Iowa is not reporting on Indicator B6 for FFY 2008 (2008-2009).

Monitoring Priority: Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010)

Consistent with OSEP's guidance on Indicator 6, states need not report on Indicator 6 for FFY 2008.

Part B State Performance Plan (SPP) for FFY 2005-2010

Overview of the State Performance Plan Development:

In the FFY 2007 (2007-2008) response letter to Iowa, for Indicator B7, OSEP indicated that:

The State must provide baseline data, targets and improvement activities with the FFY 2008 APR, due February 1, 2010.

The SEA will report, therefore, on baseline data, targets and improvement activities for FFY 2008 (2008-2009) in this SPP, using the Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012).

Please see pages 1-5 of the State Performance Plan, FFY 2010 (2005-2010), for State Performance Plan Development. The current SPP is found at: www.iowa.gov/educate/content/view/614/592/.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

For more information on programs and services to support early childhood education of Iowa's young children, go to:

<http://www.iowa.gov/educate/content/section/24/1016/>.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a) (3) (A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report.

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = $\frac{\# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in category (d)}}{[\# \text{ of preschool children reported in progress category (a) plus } \# \text{ of preschool children reported in progress category (b) plus } \# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in progress category (d)}]} \times 100$.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = $\frac{\# \text{ of preschool children reported in progress category (d) plus } \# \text{ of preschool children reported in progress category (e)}}{\text{the total } \# \text{ of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)}} \times 100$.

Overview of Issue / Description of System or Process:

The State Education Agency (SEA) began in FFY 2004 (2004-2005) to design a statewide accountability system that measured early childhood outcomes for preschool children in special education. The system expanded upon Iowa's systematic process to monitor progress for

performance on Individualized Educational Program (IEP) goals in addition to using multiple measures to gather data on children's performance.

During FFY 2005 (2005-2006), the SEA developed the *Early Childhood Outcomes (ECO) Summary Form (ECO Summary Form)* based on a three-level rating scale that summarized each child's level of functioning in each of the ECO areas in relation to same aged-peers. The IEP Teams began using the *ECO Summary Form* for all preschool children entering special education services after January 31, 2006 in order to report baseline data on the percent of preschool children in the three measurement categories in each of the ECO areas to be reported in the State Performance Plan (SPP) for Indicator B7.

Due to changes of the SPP measurement categories for the early childhood outcome indicator announced Fall of FFY 2006 (2006-2007), the SEA revised the statewide accountability system in order to gather data for reporting the percent of preschool children in each of the five measurement categories for each of three ECO areas.

The SEA incorporated the 7-point scale of the *Child Outcomes Summary Form (COSF)* developed by the National Early Childhood Outcomes Center, into a revision of the *ECO Summary Form*. The *revised ECO Summary Form*, when completed by IEP teams as described below, provides data to report on children in one of five categories in the measurement required for Indicator B7. The *Revised ECO Summary Form* uses: (a) the 7-point scale from the COSF, and (b) the question from the COSF on progress. The *Revised ECO Summary Form* has an additional section to report supporting evidence on assessment methods and sources of information used by IEP teams to generate the data used in rating performance.

The SEA required Area Education Agencies to adopt the *Revised ECO Summary Form*. The SEA required IEP Teams to complete the *Revised ECO Summary Form* for all children that had an initial IEP meeting beginning July 1, 2006. Use of the *Revised ECO Summary Form* helps to ensure valid and reliable data and supporting evidence on children's functioning in comparison to peers or standards using the 7-point outcome rating scale.

To ensure quality professional development for ECO, the SEA used the National ECO Center's training materials and resources (e.g., Decision Tree for Summary Rating Discussions, Age-Expected Child Development Resources and COSF Training Materials). Use of the ECO training material provided assurance that all IEP teams in Iowa addressing preschool children ages 3 through 5 have been trained to implement consistent procedures for gathering, analyzing and reporting these data on the *Revised ECO Summary Form*.

Beginning in FFY 2006 (2006-2007), Iowa's accountability system provided the data to determine the differences special education services made for preschool children in the areas of positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs as defined by the five measurement categories. The data were used to inform policy makers and stakeholders of children's functional skills and progress, advance implementation of evidence-based curricula and assessment practices and improve interventions to meet the needs of children with disabilities.

The ECO data were gathered on all preschool children determined eligible for special education services, regardless of their special education services or areas of concern.

Iowa's accountability system for ECO includes several components:

- Policies and procedures to guide assessment and measurement practices;
- Technical Assistance for specified staff to support data collection and use;
- Monitoring procedures to ensure data accuracy; and
- Information Management System for data entry, maintenance and analysis.

Policies and procedures to guide assessment and measurement practices

The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensure that Individualized Education Program (IEP) Teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel (IAC 281- 41.49). Each Area Education Agency (AEA), as required by the *Iowa Administrative Rules of Special Education*, has written and adopted evaluation procedures guided by a technical assistance document that was developed by a stakeholder group. The technical assistance document is titled: *Iowa's Special Education Eligibility Standards*.

A full and individual evaluation of a child's needs must be completed before a child's eligibility is determined. During FFY 2006 (2006-2007), the state developed a common template for a statewide Educational Evaluation Report (EER) to be used for reporting relevant functional, developmental and academic information gathered during a child's evaluation. The EER template included a reminder to gather information that addressed preschool children's performance and progress in each of the three ECO areas so that teams had complete and accurate data. Subsequent to the determination of eligibility for special education services, the child's entry point data for age-appropriate functioning across settings and situations were discussed and summarized on the *ECO Summary* form as a part of a child's IEP meeting.

As a part of each preschool child's annual IEP review, a child's age-appropriate functioning and progress made in his or her skills and behaviors were determined based on multiple sources of data gathered using multiple methods such as record reviews, interviews, observations, performance monitoring data on IEP goals, and ongoing assessments. The *ECO Summary* form was used to summarize the child's skills and behaviors in comparison to the functioning expected for the age of the child and the child's progress in each of the three ECO areas.

ECO is a systematic process to determine children's functioning compared to same-aged peers and to determine progress in skills and behaviors in the three ECO areas. Data for all preschool children who met the following criteria were included in Indicator 7: (1) Eligible for special education, and (2) Received early childhood special education services for at least 6 months. The ECO data were gathered upon eligibility for special education services and annually thereafter as a part of an IEP review until the child exited or no longer received early childhood special education services.

The ECO process, conducted by the IEP Team, included two phases: (A) Initial IEP and (B) Annual IEP Review:

Initial IEP

Analysis of ECO Entry Point data (FFY 2008 [2008-2009] for reporting in SPP due February 1, 2010).

Data at Entry Point were obtained through Iowa's *Response to Intervention (RTI)* model and *Special Education Eligibility Process*. The eligibility process resulted in formative data for individual children compared to chronological age expectations. Multiple methods of collecting data from various sources were used for Eligibility Determination that included: Record reviews, Interviews, Observations and Tests/Assessments (RIOT). The IEP Team determined the methods for collecting data based upon the unique needs of the child. Options of test/assessment procedures included the use of behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments.

The commonly used assessment instruments used by IEP Teams included, but were not limited to, the *Creative Curriculum Developmental Continuum Assessment*, *High/Scope Child Observation Record*, *Work Sampling System*, *Developmental Observation Checklist System* and

the Assessment, Evaluation and Programming System for Infants and Children. In addition, research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of preschool comprehensive skills. A crosswalk of the *Iowa Early Learning Standards* with the ECO areas was developed to illustrate the alignment of the State's expectations for what young children know and are able to do in each of the ECO areas.

Analysis of Entry Point data are conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators (the IEP Team members).⁵

Determination of Status at Entry Point was based on the results of triangulation of data and the completion of the ECO Summary form.

The ECO Summary form for comparison to peers was a seven-point scale used to summarize each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

Documenting Entry Point status was the IEP Team's responsibility to complete the ECO Summary form to document results at the IEP meeting.

Entry of documented results from the ECO Summary form into Iowa's Information Management System (IMS) was completed by trained data entry personnel. IMS established data parameters, and did not accept a rating other than what was determined on the ECO Summary's 7-point scale.

Reporting occurred on an annual basis for the Local Education Agencies (LEA), AEAs and the SEA, as well as IEP Teams who had ongoing access to results as documented on the *ECO Summary* form.

The Annual IEP Review

Analysis of ECO Progress Point data (FFY 2008 [2008-2009] for reporting SPP due February 1, 2010).

Data at the Progress Point were obtained by Record reviews, Interviews, Observations and Tests/Assessments (RIOT). This included, but was not limited to, a review of Entry Point data, interviews, observations, behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensured that IEP Teams used valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel. The annual review process resulted in formative data in which individual children were compared to chronological age expectations.

The commonly used assessment instruments used by IEP Teams included, but were not limited to, the *Creative Curriculum Developmental Continuum Assessment*, *High/Scope Child Observation Record*, *Work Sampling System*, *Developmental Observation Checklist System* and the *Assessment, Evaluation and Programming System for Infants and Children*.

⁵ Data triangulation and technical adequacy are described in detail in the discussion of Collection and Analysis of Baseline Data in Indicator 7.

Analysis of ECO Progress Point data were conducted by triangulating data (record reviews, observations, tests/assessments as described above) across multiple investigators-the IEP Team members. Research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of preschool comprehensive skills. The Progress Point data were analyzed at the annual IEP meeting. The IEP Team was responsible for gathering and analyzing data that were needed to determine children's progress in the three ECO areas, regardless of the areas addressed on a child's IEP. Data from the IEP and early childhood outcomes were used immediately in ongoing program development for each child.

Determination of Progress at the Progress Point was based on the results of triangulation of data and the completion of the ECO Summary form.

The ECO Summary form for comparison to peers was a seven-point scale that summarized each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

The IEP Team determined if a child progressed or acquired new skills or behaviors in each of the three ECO areas and documented the child's improvements by responding to a "yes/no" question on the ECO Summary form.

In addition, the IEP Team documented on the ECO Summary form all of the methods used to determine the outcome rating and progress through Record reviews, Interviews, Observations and Tests/Assessments (*RIOT*), the sources of information and a summary of results for each of the ECO areas.

Documenting ECO Progress Point data were completed by the IEP Team completing the ECO Summary form and documented results at the time of the IEP meeting.

Entry of documented results from the ECO Summary form into Iowa's Information Management System (IMS) was completed by trained data entry personnel. IMS established data parameters, and did not accept a rating other than what was determined on the ECO Summary's 7-point scale, the yes/no response for a child's progress, and the supporting evidence used to determine the outcome rating and progress.

Reporting occurred on an annual basis for the LEAs, AEAs and the SEA, as well as IEP Teams who had ongoing access to results as documented on the ECO Summary form.

Data on ECO, documented directly on a child's IEP on the ECO Summary form, were used immediately in ongoing program development for each child.

Technical Assistance for specified staff to support data collection, reporting and use.

Beginning in FFY 2006 (2006–2007), the SEA trained staff from AEAs on the process for completing the revised ECO Summary form. The AEA staff have continued in FFY 2008 (2008-2009) providing ongoing training and technical assistance for IEP Teams to accurately document, enter, and report each child's performance on the ECO Summary form. Additionally, AEAs were provided training on a document that aligned the Early Childhood Outcomes and the Iowa Early Learning Standards and Benchmarks. This alignment provided operational definitions as well as questions developed by the National ECO Center to guide discussions so that IEP Teams had an understanding of the skills and behaviors that were being addressed in each of the ECO areas.

Specific Technical Assistance activities for FFY 2008 (2008-2009), and for the duration of the SPP (FFY 2010 [2010-2011]), are summarized in the table at the end of this Indicator.

Collection and Analysis of Progress Data. All preschool children who met the following criteria were assessed using multiple sources of data which were summarized on the ECO Summary form: (1) Entered special education services on an IEP after June 30, 2006; (2) Received early childhood special education services for at least 6 months; and (3) Exited early childhood special education services between July 1, 2008 and June 30, 2009. Early Childhood Outcomes data were gathered upon entering Part B early childhood special education services and at the annual IEP meeting thereafter, up to exiting early childhood special education services.

The use of Investigator⁶ (IEP Team members) and Methodological⁷ (e.g., RIOT) Triangulation is an accepted form of data analysis to control for bias and establish convergence of data among multiple methods and different sources of data (Denzin, 1970; Mathison, 1988; Patton, 2002; Creswell & Miller, 2000). Early Childhood Outcomes employ Investigator and Methodological Triangulation to determine child status and progress at Entry Point and Progress Point. The ECO Summary form documents the determination of the status and progress of children's functioning compared to chronological age expectations for each of the three ECO areas.

Iowa ensures the technical adequacy of the data on which triangulation is based, as described in IDEA and the *Iowa Administrative Rules of Special Education*. The assessment procedures, tests and other evaluation materials are required to be validated for the specific purpose for which they are used, administered by trained and knowledgeable personnel, and technically sound and assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors [IAC120-41.49(1)b; 120-41.49(1)c; 120-41.49(1)d]. Also, the technical adequacy of measures and triangulation of data are reflected in the following supporting documents: Iowa's *Special Education Assessment Standards*, *Special Education Eligibility*, and *District-Wide Standards-Referenced Assessment System (DSRAS)*. These documents have provided the basis for extensive training and technical assistance by the SEA to AEA and LEA personnel.

Iowa's process for assuring reliable and valid data is also captured through answers to the following five questions:

- *Who will be included in the measurement?* All preschool children who are determined eligible for special education after June 30, 2006, received early childhood special education services on an IEP for at least 6 months, and exited early childhood special education services between July 1, 2008 and June 30, 2009.
- *What assessment/measurement tool(s) will be used?* Multiple methods of data using multiple sources, including but not limited to, record reviews, interviews, observations, performance monitoring data on IEP goals, and ongoing child assessments are gathered to determine children's functioning compared to same-aged peers (Comparison to Peers) and acquisition of new skills and behaviors (Progress Data) in each of the three ECO areas. The commonly used assessment instruments used by IEP Teams include, but are not limited to, the Creative Curriculum Developmental Continuum Assessment, High/Scope Child Observation Record, Work Sampling System, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System. The ECO Summary form is used to summarize the data from the multiple measures used by the IEP Teams.
- *Who will conduct the assessments?* Qualified personnel in the RTI and Eligibility Determination process as described in IDEA 2004 and the *Iowa Administrative Rules for Special Education*. The IEP Team, including parents, is involved in gathering information about children's functioning compared to same-aged peers and

⁶ Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).

⁷ Methodological Triangulation is the use of more than one method of obtaining data (Denzin, 1970). Traditionally, this has been interpreted to be the use of multiple methods as reviews of existing data, observations, interviews and tests/assessments.

acquisition of new skills across a variety of settings and situations as a part of the ECO process.

- *When will the measurement occur?* Entry Point data for the Comparison to Peers are collected as part of the Initial IEP. Comparison to Peers and Progress data are collected as part of annual IEP reviews when the child exits or no longer receives early childhood special education services.
- *Who will report data to whom, in what form, and how often?* IEP Teams report data on the ECO Summary form annually to IMS. Using individual identification codes for each child, data on the ECO Summary forms are manually entered into the database by trained data entry personnel.

Baseline Data for FFY 2008 (2008-2009):

Data reported for the FFY 2008 (2008-2009) submission of the SPP are baseline data. Targets were set with input from the Special Education Advisory Panel (SEAP).

Baseline data and targets for children exiting early childhood special education services for FFY 2008 (2008-2009) are presented in Figures B7.1 through B7.6. Progress data and actual numbers used in the calculations are presented in Tables B7.1, B7.2 and B7.3. Iowa's criteria for defining "comparable to same-aged peers" is a child who has been rated as a 6 or 7 on the ECO Summary form.

Figure B7.1 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome A, positive social-emotional skills, for FFY 2008 (2008-2009). Table B7.1 provides the corresponding n sizes and percentages for Outcome A, positive social-emotional skills.

Table B7.1
SEA Numbers for Outcome A: Positive social-emotional skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	161	161	155	216	693
Percent	0.00	23.23	23.23	22.37	31.17	100

Source. Information Management System Data Report, FFY 2008 (2008-2009).

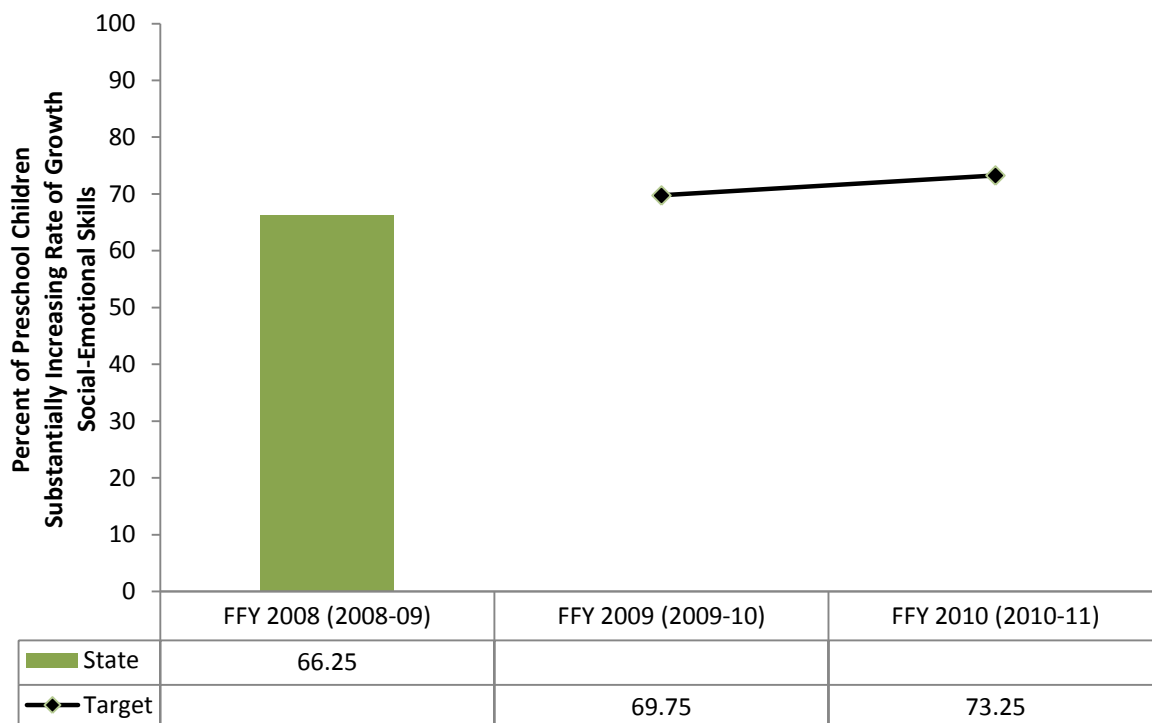


Figure B7.1 Percent of Children Substantially Increasing Their Rate of Growth for Positive Social-Emotional Skills (Summary Statement 1, Outcome A). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009)*

Figure B7.2 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome A, positive social-emotional skills, for FFY 2008 (2008-2009). Table B7.1 provides the corresponding n sizes and percentages for Outcome A, positive social-emotional skills.

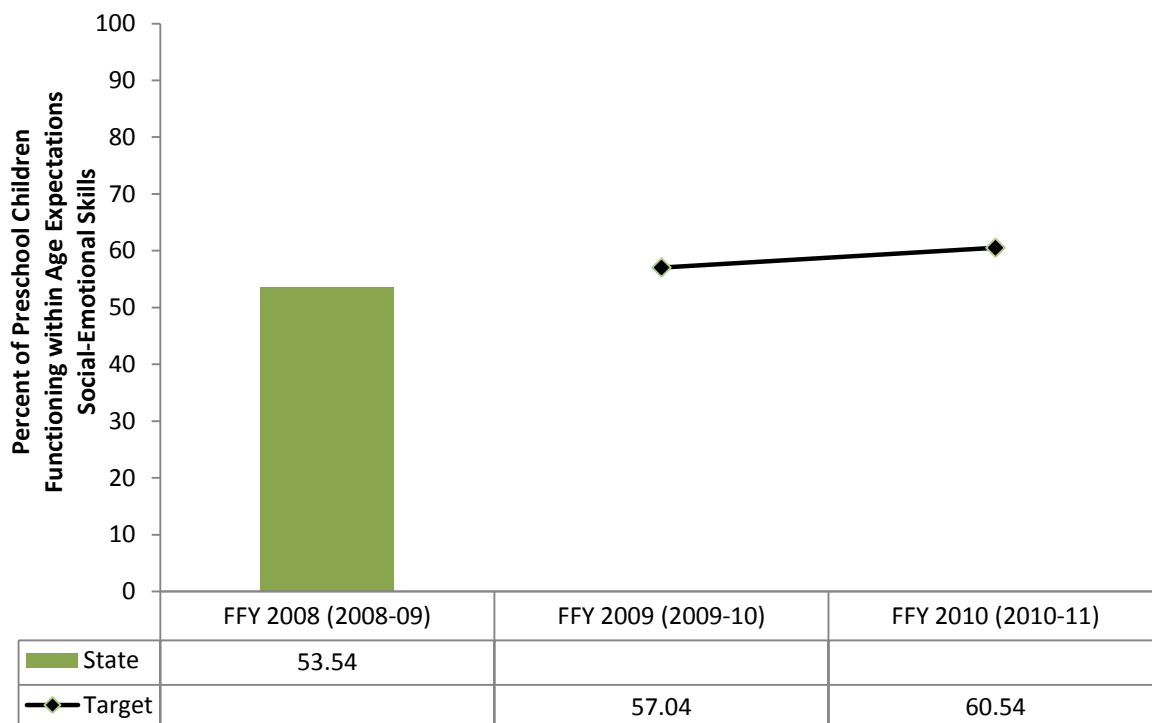


Figure B7.2 Percent of Children Functioning within Age Expectations for Positive Social-Emotional Skills (Summary Statement 2, Outcome A). Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009)

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.3 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome B, acquisition and use of knowledge and skills, for FFY 2008 (2008-2009). Table B7.2 provides the corresponding n sizes and percentages for Outcome B, acquisition and use of knowledge and skills.

Table B7.2
SEA numbers for Outcome B: Acquisition and use of knowledge and skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	171	280	206	36	693
Percent	0.00	24.68	40.40	29.73	5.19	100

Source. Information Management System Data Report, FFY 2009 (2009-2010).

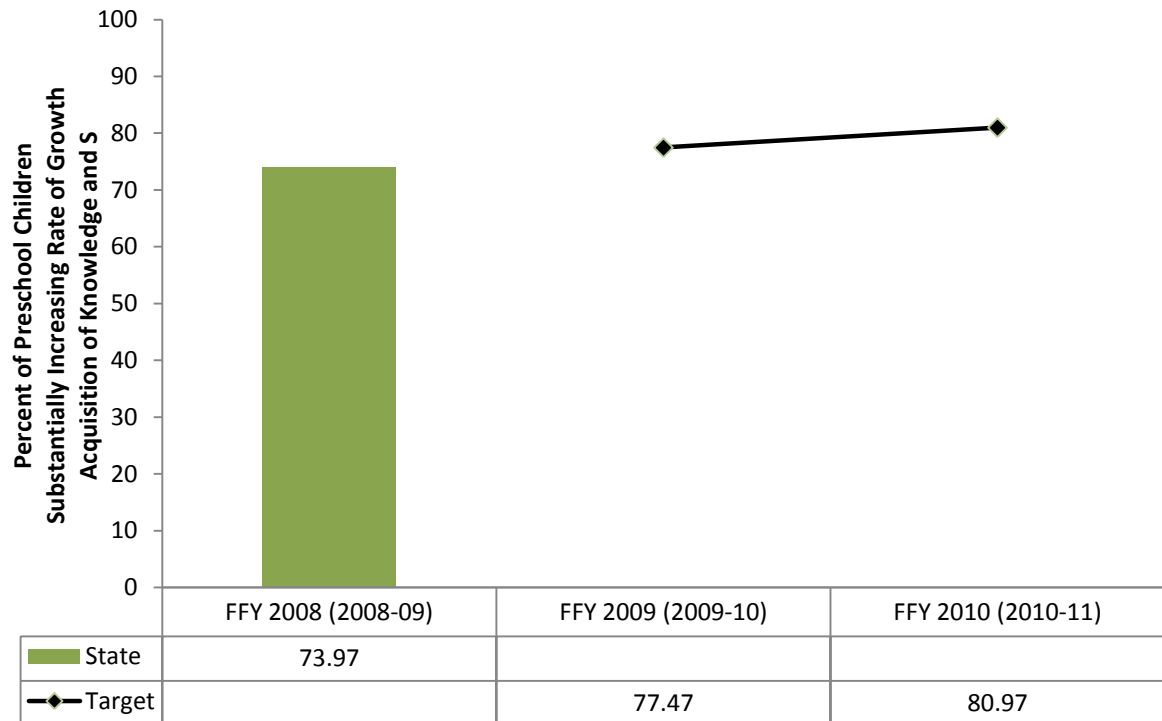


Figure B7.3 Percent of Children Substantially Increasing Their Rate of Growth for Acquisition and Use of Knowledge and Skills (Summary Statement 1, Outcome B). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009)*

Figure B7.4 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome B, acquisition and use of knowledge and skills, for FFY 2008 (2008-2009). Table B7.2 provides the corresponding n sizes and percentages for Outcome B, acquisition and use of knowledge and skills.

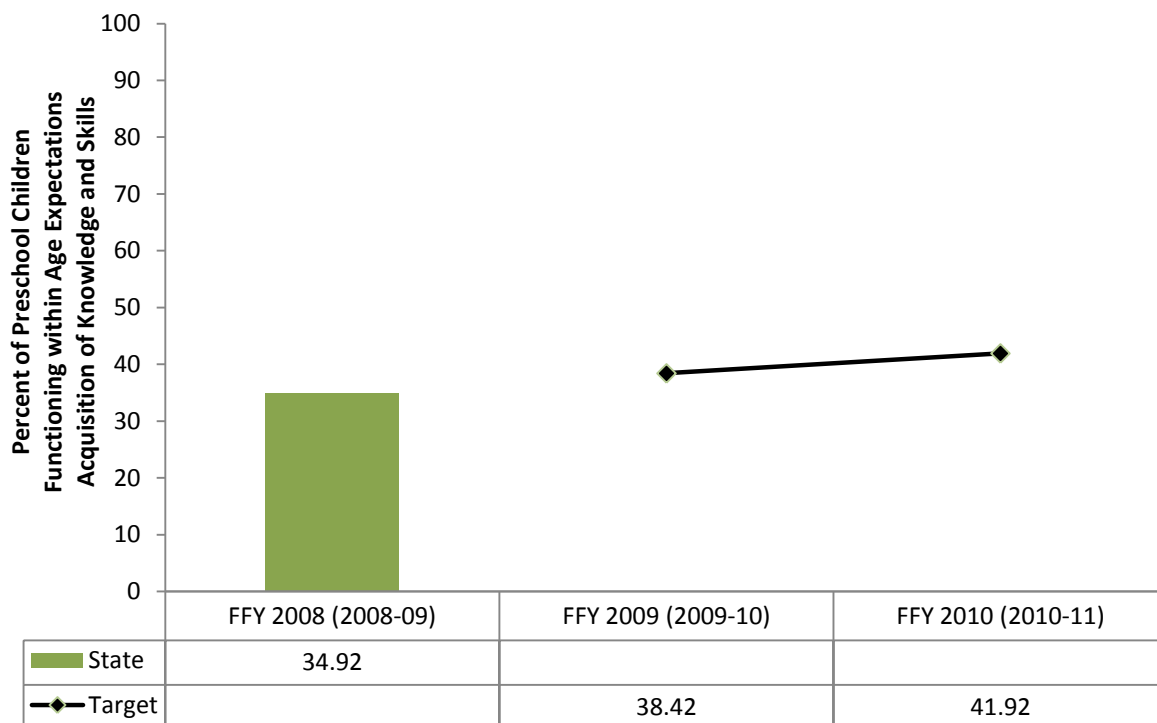


Figure B7.4 Percent of Children Functioning within Age Expectations for Acquisition and Use of Knowledge and Skills (Summary Statement 2, Outcome B). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009)*

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.5 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome C, use of appropriate behaviors, for FFY 2008 (2008-2009). Table B7.3 provides the corresponding n sizes and percentages for Outcome C, use of appropriate behaviors.

Table B7.3
SEA Numbers for Outcome C - Use of appropriate behaviors to meet their needs

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	195	117	138	243	693
Percent	0.00	28.14	16.88	19.91	35.06	100

Source. Information Management System Data Report, FFY 2009 (2009-2010).

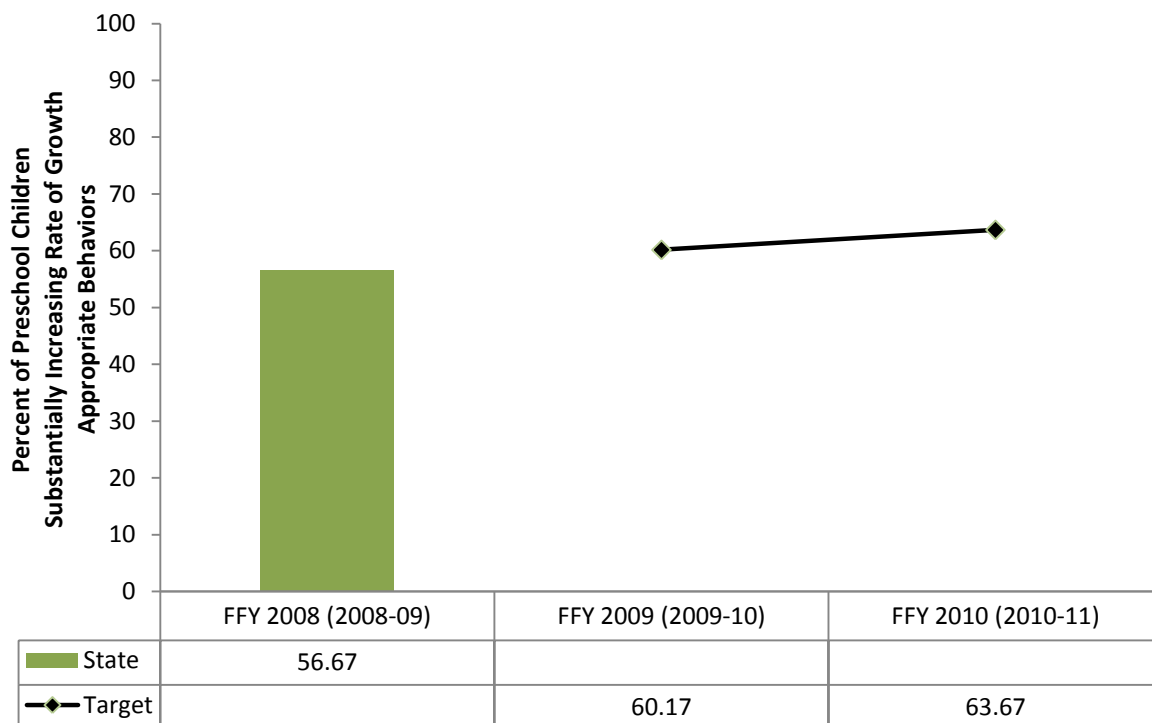


Figure B7.5 Percent of Children Substantially Increasing Their Rate of Growth for Use of Appropriate Behaviors (Summary Statement 1, Outcome C). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009)*

Figure B7.6 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome C, use of appropriate behaviors, for FFY 2008 (2008-2009). Table B7.3 provides the corresponding n sizes and percentages for Outcome C, use of appropriate behaviors.

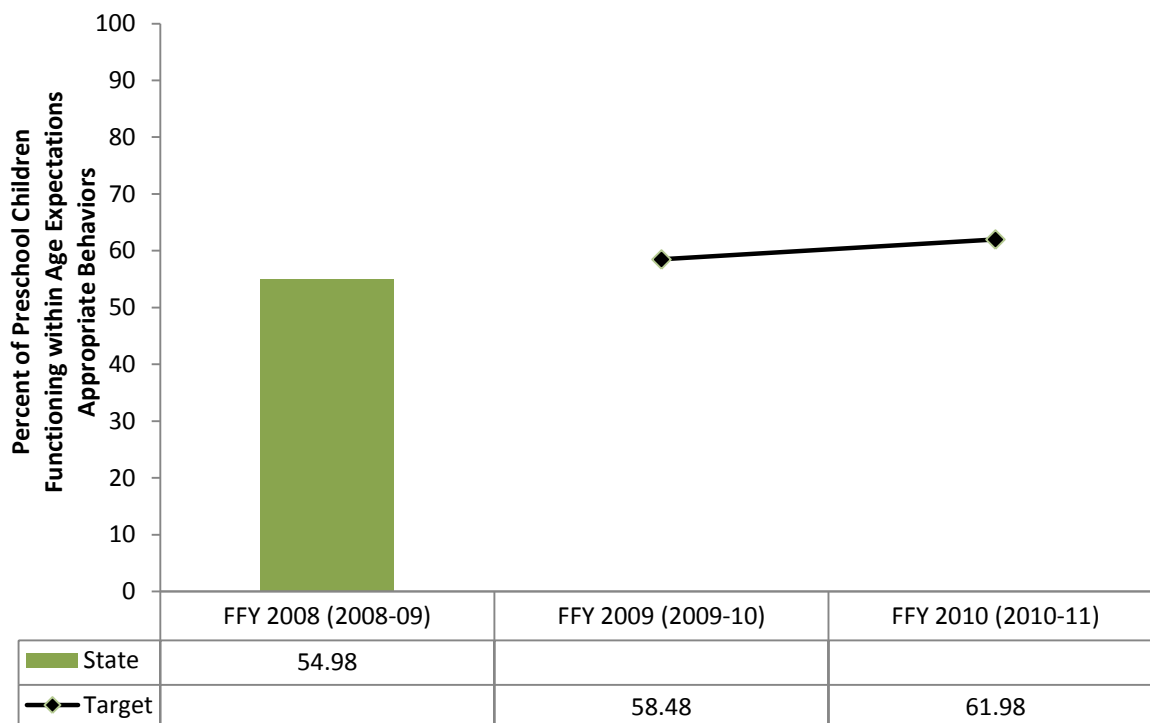


Figure B7.6 Percent of Children Functioning within Age Expectations for Use of Appropriate Behaviors (Summary Statement 2, Outcome C). Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009)

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Discussion of Baseline Data:

Progress data reported in the FFY 2008 (2008-2009) APR are considered baseline data. Baseline data were available for 693 children in FFY 2008 (2008-2009). The length of time the children in the report participated in services ranged from 6.01 – 35.61 months. The age range for children in the report ranged from 2.97 – 6.84 years.

Of the 693 children included in the baseline data reported for FFY 2008 (2008-2009), greater than 50% substantially increased their rate of growth in each of the three outcome areas. Specifically, 70.97% of children had improved their rate of growth with respect to social-emotional skills, 79.24% had improved their rate of growth with respect to acquisition and use of knowledge and skills, and 60.70% had improved their rate of growth with respect to use of appropriate behaviors to meet their needs.

Greater than 50% of children were also functioning within age expectations for outcomes A and C. Specifically, 57.35% of children were functioning within age expectations with respect to social-emotional skills, and 58.89% of children were functioning within age expectations with respect to use of appropriate behaviors to meet their needs. Only 37.41% of children were functioning within age expectations with respect to the acquisition of knowledge and skills.

After reviewing baseline data with Iowa's Special Education Advisory Panel (SEAP), targets for the summary statements for each outcome were set for the remaining years of the current SPP. It was the panel's determination that steady progress should be made on all elements of indicator

7, so targets were set to increase at a rate of 3.5% each year over the next two years. Targets are shown in the table below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2009)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Not Applicable.
2009 (2009-2010)	<p>Outcome A, Summary Statement 1: 69.75% of children will have substantially increased their rate of growth with respect to social-emotional skills</p> <p>Outcome A, Summary Statement 2: 57.04% of children will be functioning within age expectations with respect to social-emotional skills</p> <p>Outcome B, Summary Statement 1: 77.47% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills</p> <p>Outcome B, Summary Statement 2: 38.42% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills</p> <p>Outcome C, Summary Statement 1: 60.17% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs</p> <p>Outcome C, Summary Statement 2: 58.48% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs</p>
2010 (2010-2011)	<p>Outcome A, Summary Statement 1: 73.25% of children will have substantially increased their rate of growth with respect to social-emotional skills</p> <p>Outcome A, Summary Statement 2: 60.54% of children will be functioning within age expectations with respect to social-emotional skills</p> <p>Outcome B, Summary Statement 1: 80.97% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills</p> <p>Outcome B, Summary Statement 2: 41.92% of children will be functioning within</p>

	<p>age expectations with respect to acquisition and use of knowledge and skills</p> <p>Outcome C, Summary Statement 1: 63.67% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs</p> <p>Outcome C, Summary Statement 2: 61.98% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs</p>
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Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the Overview of State Performance Plan Development, (2) Iowa's System, (3) broad stakeholder input, and (4) current data, the improvement activities that were described throughout previous sections have been implemented during FFY 2008 (2008-2009).

Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Improvement activities for FFY 2008 (2008-2009), and the projected duration of the activities in relation to the SPP, are detailed in Table B7.4.

Table B7.4
Proposed Activities for FFY 2008 (2008-2009) through Duration of SPP [FFY 2010 (2010-2011)]

Activity	Personnel Resources Committed	Outcomes	Status	Projected Duration
Analysis of policies, procedures and practices. Develop a template for a statewide Educational Evaluation Report summarizing practices and procedures used for gathering data in the 3 ECO areas. Aligned with Indicator B11.	Two SEA staff	Child data and information is gathered on the three ECO areas through the process of completing an educational evaluation for preschool children.	Completed in FFY 2007 (2007-2008)	Completed FFY 2009 (2009-2010)
Ongoing monitoring and enforcement as needed* . SEA conducts pilot, onsite monitoring of LEA to verify implementation of Iowa Quality Preschool Program Standards (QPPS) and criteria, including curriculum and child assessment.	One SEA Staff and 5 AEA Staff per visit	LEA implemented QPPS and criteria	Began in FFY 2009 (2009-2010) and ongoing for FFY 2010 (2010 – 2010)	Through FFY 2010 (2010-2011)

Activity	Personnel Resources Committed	Outcomes	Status	Projected Duration
Verification of data. SEA conduct quarterly data verification reports to ensure the accuracy of every student's ECO information.	Three SEA staff	Valid and reliable ECO data for every child entering and exiting early childhood special education services.	Targeted for implementation starting FFY 2009 (2009-2010); actual implementation for FFY 2010 (2010-2010)	Through FFY 2010 (2010-2011)
Verification of data. Develop and provide ongoing training for AEA consultants and administrators, and data entry personnel statewide. Training includes the process of completing the ECO Summary form and correct data entry procedures.	One SEA staff and one IMS staff, AEA consultants, AEA administrators	AEA consultants and administrators were trained in ECO procedures statewide. AEA data entry staff trained to enter valid and reliable data.	Began in FFY 2006 (2006-2009), ongoing for FFY 2009 (2009-2010) and continuing in FFY 2010 (2010-2010)	Through FFY 2010 (2010-2011)
Verification of data. AEA provides training sessions for IEP Teams statewide. Training targets the process of completing the ECO Summary form and correct data entry procedures.	AEA Staff	IEP Teams trained in ECO procedures statewide.	Began in FFY 2006 (2006-2009), ongoing for FFY 2009 (2009-2010) and continuing in FFY 2010 (2010-2010)	Through FFY 2010 (2010-2011)
Technical assistance. Develop statewide evaluation and assessment procedures for AEA personnel.	AEA-led team with SEA input	Consistent statewide evaluation and assessment procedures for identifying children ages 3 – 21 for special education services	Began in FFY 2006 (2006-2009), ongoing for FFY 2009 (2009-2010) and continuing in FFY 2010 (2010-2010)	Procedures manual targeted for completion July 1, 2010. Technical assistance continuing through FFY 2010 (2010-2011)
Technical assistance. Provide professional development to AEAs and LEAs on Quality Preschool Program Standards and implement procedures for evaluation, assessment and curriculum.	One SEA staff and Contracted Personnel	Trained AEA and LEA personnel.	Began in FFY 2006 (2006-2009), ongoing for FFY 2009 (2009-2010) and continuing in FFY 2010 (2010-2010)	Through FFY 2010 (2010-2011)

Activity	Personnel Resources Committed	Outcomes	Status	Projected Duration
Technical assistance.* SEA requires LEA to implement preschool program standards in Early Childhood Special Education (ECSE) and Early Childhood (EC) programs serving children on an IEP.	One SEA Staff	LEA implemented preschool program standards	Began in FFY 2009 (2009-2010) and ongoing for FFY 2010 (2010 – 2010)	Through FFY 2010 (2010-2011)
Technical assistance.* SEA integrates ECO process into IEP statewide procedures documents and other technical assistance provided.	One SEA Staff	Consistent procedures statewide in completing the ECO Summary form; instructions for ECO process posted along with IEP procedures on DE Website	Developed FFY 2009 (2009-2010), posted in FFY 2010 (2010 – 2010)	Revisions as needed through FFY 2010 (2010-2011)
Analysis of data to identify concerns.* SEA collaborates with Special Education Advisory Panel in analyzing progress data and setting targets for submission in February 2010.	Two SEA Staff, SEAP	Measureable, rigorous targets for summary statements of ECO measures	Began December 2009 and ongoing for FFY 2010 (2010-2010)	Through FFY 2010 (2010-2011)

* Indicates activities not included in the FFY 2006 (2006-2009) SPP submitted February 1, 2010. All other activities have been either completed as indicated or continue as summarized in the table.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 8, commentary from OSEP was that *OSEP appreciates the State's efforts to improve performance*. Hence, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

[Iowa's Accountability Workbook is available at:](#)

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Measurable and Rigorous Target:

The provision of children / youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from

stakeholder groups, established measurable and rigorous targets for the two subcomponents of this indicator.

For FFY 2008 (2008-2009), the measurable and rigorous targets are summarized below.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<p>A. 78.50% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>B. 67.00% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.</p>

Actual Target Data for FFY 2008 (2008-2009):

Data reported below are generated from Iowa's I-STAR system. These data have been determined valid and reliable based on the integrity of the sampling methodology, survey response rates and representativeness of the samples they are based upon. The actual surveys used to generate the data are included at the conclusion of Indicator B8.

States are allowed to select a sample of parents to receive the 619 and school-age surveys from which data are obtained for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include: (a) the sampling procedures followed, and (b) similarity or differences of the sample to the population of students with disabilities. The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail in Iowa's SPP for Indicator 8, updated for FFY 2006, and outlined here.

In order to obtain the sample for FFY 2008 (2008-2009) a representative sample of parents of children with IEPs was drawn from each AEA proportionately by population. Sample size was determined using a 95% level of confidence with a 10% margin of error. The sample was drawn with a high level of confidence in order to ensure representativeness given an adequate response rate, and responses were later assessed for representativeness by age, race and gender (see tables B8.1 – B8.6). (Please note that Iowa does not collect information on disability category.)

In addition to the necessary sample size, an alternate sample of an additional 30% was drawn to be used, if necessary, when repeated attempts to contact the original selected parent(s) failed.

A response rate of 63.60% (704/1107) (3-5) 59.15% (779/1317) (6-21) was achieved using the original and alternate samples together.

Survey responses that included missing answers or answers marked "not applicable" were included in the data analyses, but the missing data points were not included in either the numerator or denominator in determining the overall opinion of the respondent.

Selection bias was avoided to the largest possible extent by randomizing the selection of participants, giving the contact information of potential participants to personnel administering the survey in random order, and providing a script to personnel administering the survey. Response data were then analyzed to determine the extent to which bias based on age, race or gender were pervasive in the data (see tables B8.1 – B8.6).

Survey response data for FFY 2008 (2008-2009) were assessed for similarity or difference of the sample to the population of students with disabilities. Tables B8.1, B8.2 and B8.3 present the

representativeness of survey responses by age (B8.1), race/ethnicity (B8.2), and gender (B8.3) for the 619 survey (ages 3-5). Tables B8.4, B8.5 and B8.6 present analogous data for the school-aged survey (ages 6-21) with respect to age (B8.4), race/ethnicity (B8.5), and gender (B8.6).

In analyzing the data, the Iowa Department of Education interprets that the 619 survey responses (ages 3-5) are sufficiently representative of the population by age, race/ethnicity, and gender for general inferences to be made from the data. The most extreme examples of over- or under-sampling in the 619 survey are parents of four-year-olds, who were over-sampled by 4.05%, and parents of Caucasian children, who were oversampled by 5.30%.

For the school-age survey, the Iowa Department of Education interprets that the sample is sufficiently representative of the population for general inference to be made, though the sample was less representative by race/ethnicity than desired. Parents of Caucasian students were oversampled by 5.30%.

Table B8.1
Representativeness of Survey Responses by Age, 619

Age			
<i>Population Percent</i>			
3	4	5	TOTAL
24.18	33.31	42.51	100
<i>Response Percent</i>			
3	4	5	TOTAL
22.73	37.36	39.91	100
<i>Percent Difference</i>			
3	4	5	
-1.45	4.05	-2.60	

Source. Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Note. N=704.

Table B8.2
Representativeness of Survey Responses by Race/Ethnicity, 619

Race/Ethnicity					
<i>Population Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.63	6.31	7.71	0.59	83.77	100
<i>Response Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.28	4.12	5.26	0.28	89.06	100
<i>Percent Difference</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.35	-2.19	-2.45	-0.30	5.30	

Source. Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Note N=704.

Table B8.3
Representativeness of Survey Responses by Gender, 619

Gender		
Population Percent		
Female	Male	TOTAL
30.38	69.62	100
Response Percent		
Female	Male	TOTAL
31.11	68.89	100
Percent Difference		
Female	Male	
0.72	-0.72	

Source. Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Note N=704.

Table B8.4
Representativeness of Survey Responses by Age, School Age

Age																
Population Percent																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
4.99	5.99	7.05	7.92	8.55	8.32	8.41	8.45	8.83	8.82	8.93	8.02	4.07	1.09	0.49	0.07	100
Response Percent																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
5.51	6.28	4.74	8.59	8.46	9.62	9.23	8.59	10.13	6.03	7.69	7.95	5.13	1.54	0.38	0.13	100
Percent Difference																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
0.52	0.29	-2.31	0.67	-0.09	1.30	0.82	0.14	1.29	-2.79	-1.24	-0.07	1.06	0.44	-0.11	0.06	

Source. Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Note. N=779.

Table B8.5
Representativeness of Survey Responses by Race/Ethnicity, School Age

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.02	9.47	6.58	0.60	82.33	100
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.90	6.03	4.10	0.51	88.46	100
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.12	-3.45	-2.48	-0.08	6.13	

Source. Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Note. N=779.

Table B8.6
Representativeness of Survey Responses by Gender, School Age

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
35.76	64.24	100
<i>Response Percent</i>		
Female	Male	TOTAL
35.38	64.62	100
<i>Percent Difference</i>		
Female	Male	
-0.38	0.38	

Source. Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Note. N=779.

Figure B8.1 presents the State baseline, measurable and rigorous targets and actual target data through FFY 2008 (2008-2009) for the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2007 (2007-2008) indicated that 78.05% of parents with a child (ages three to five) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2008 (2008-2009) the percentage decreased to 77.70.

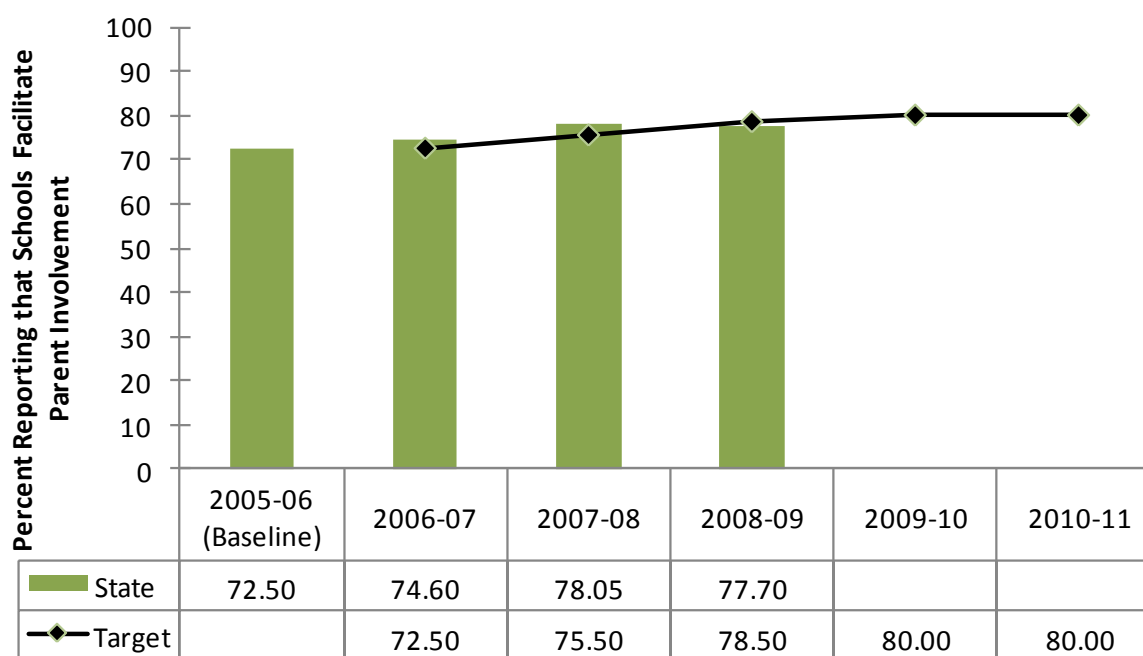


Figure B8.1. Trend for Percentage of Parents with a Child (ages 3 to 5) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2008 (2008-2009).

The State of Iowa did not meet the measurable and rigorous target for measurement 8A for FFY 2008 (2008-2009) and showed slippage of 0.35% from FFY 2007 (2007-2008).

Figure B8.2 presents the State baseline, measurable and rigorous targets and actual target data through FFY 2008 (2008-2009) for the percentage of parents with children/youth (ages 6 to 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2007 (2007-2008) indicated that 69.09% of parents with children/youth (ages 6 to 21) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2008 (2008-2009) the percentage increased to 71.37.

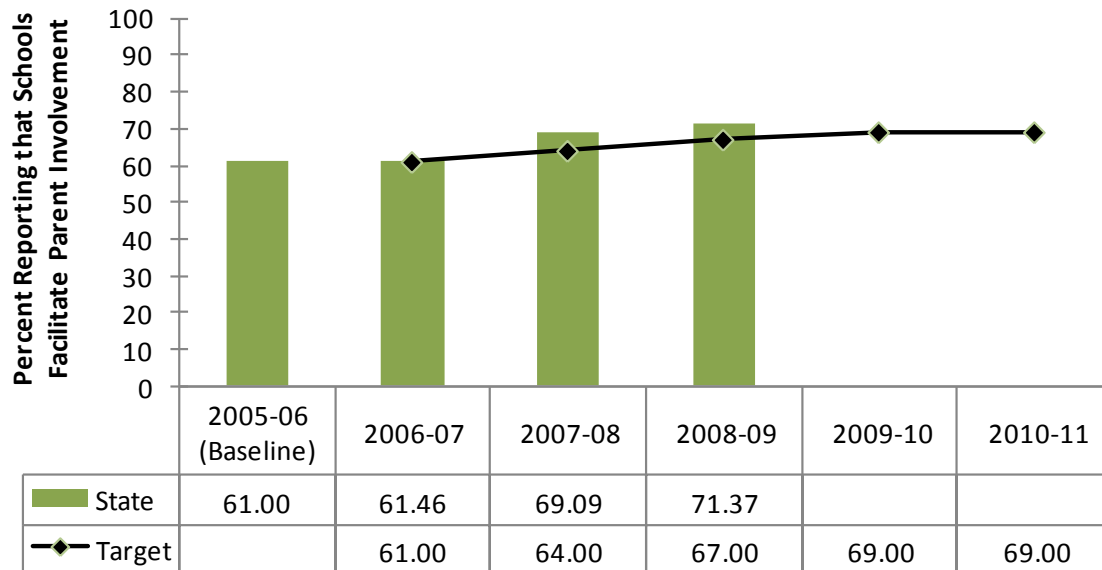


Figure B8.2. Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2008 (2008-2009).

The State of Iowa met the measurable and rigorous target for measurement 8B for FFY 2008 (2008-2009) and showed improvement of 2.28% from FFY 2007 (2007-2008).

Figure B8.3 presents the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, disaggregated by AEA.

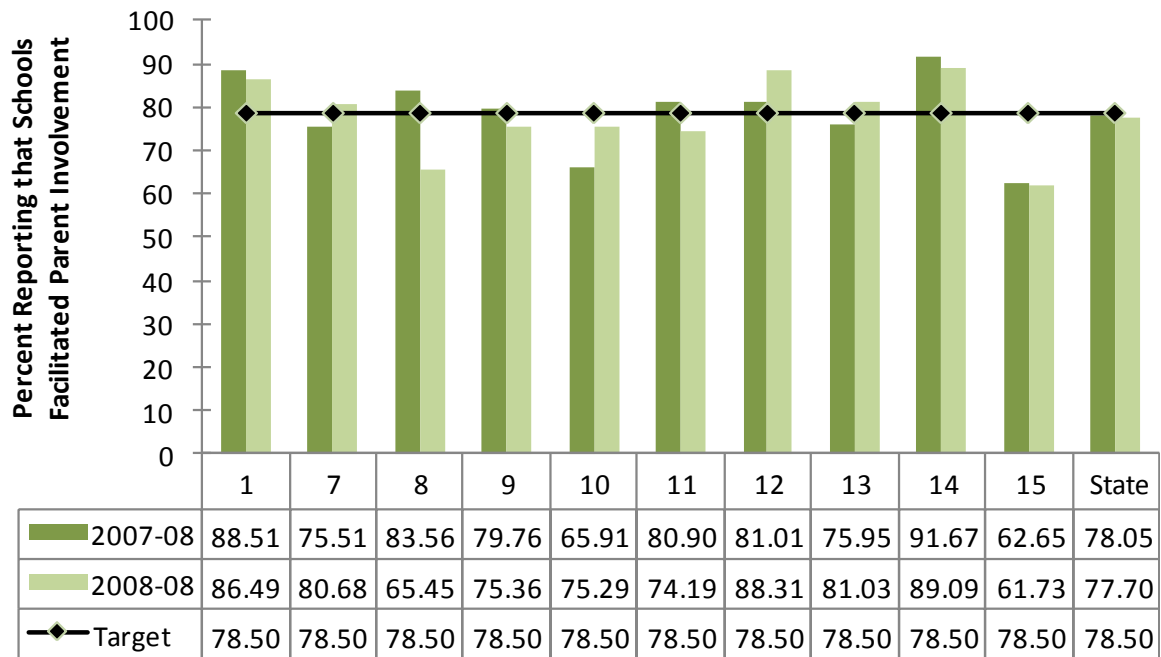


Figure B8.3. Trend for Percentage of Parents with a Child (ages three to five) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2008 (2008-2009).*

In FFY 2008 (2008-2009) 5 of 10 AEAs (50.00%) met or exceeded the State measurable and rigorous target for percentage of parents reporting facilitation of involvement for children ages 3-5.

Figure B8.4 presents the percentage of parents with children / youth (ages 6 to 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, disaggregated by AEA.

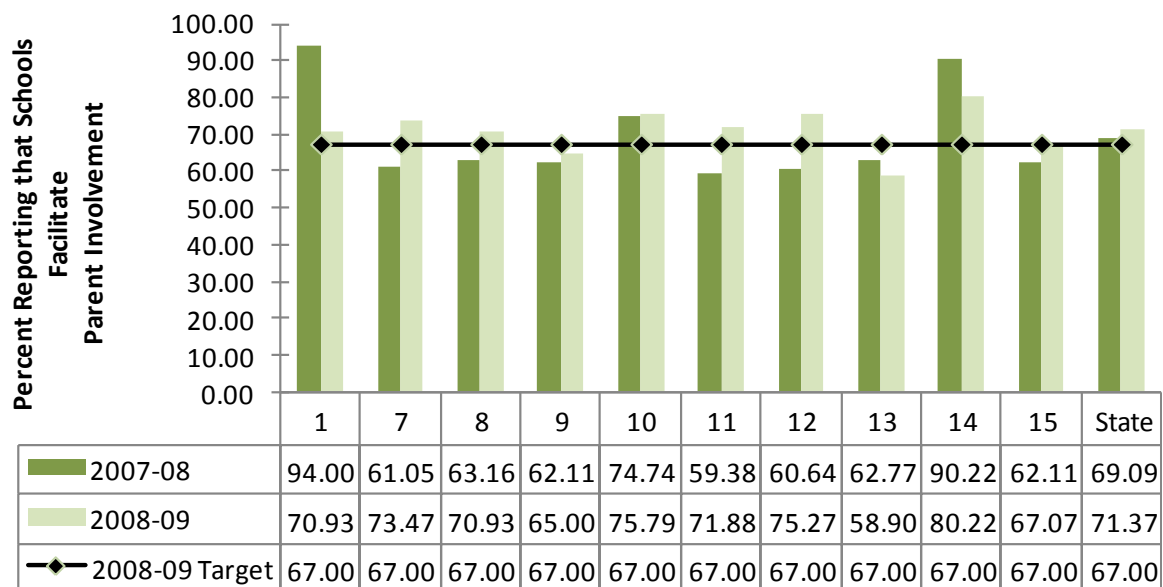


Figure B8.4. Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. Source: Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2008 (2008-2009).

In FFY 2008 (2008-2009) 8 of 10 AEAs (80.00%) met or exceeded the State measurable and rigorous target for percentage of parents reporting facilitation of involvement for school-age children.

Table B8.7 presents the actual numbers used in calculating the percentages for the 619 survey by AEA for the State. Table B8.8 presents analogous information for the school-age survey.

Data are consistent with measurement, and no explanation of variance is required.

Table B8.7
Number and Percent of Survey Responses, 619, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
N Agree	64	71	36	52	64	46	68	47	49	50	547
N Response	74	88	55	69	85	62	77	58	55	81	704
Percent	86.49	80.68	65.45	75.36	75.29	74.19	88.31	81.03	89.09	61.73	77.70

Source: Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Table B8.8
Number and Percent of Survey Responses, School-Age, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
N Agree	61	36	61	39	72	46	70	43	73	55	556
N Response	86	49	86	60	95	64	93	73	91	82	779
Percent	70.93	73.47	70.93	65.00	75.79	71.88	75.27	58.90	80.22	67.07	71.37

Source: Iowa's Information Management System and I-Star System, FFY 2008 (2008-2009).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B8.9.

Table B8.9
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. The SEA facilitated meetings with Parent-Educator Connection Coordinators to promote consistent practices across the state to support family-educator partnerships in schools and AEAs.	Parents and educators partnered to support success of students with IEPs in school. Parents reported greater levels of agreement for Indicator B8.	Ongoing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA distributed and prepared for the implementation of the NCSEAM guide: Improving Relationships and Results: Building Family School Partnerships	Trainings were held beginning in FFY 2008 (2008-2009) and continuing through FFY 2009 (2009-2010). All AEAs had at least one training with LEAs by June 30, 2009.	Ongoing through FFY 2009 (2009-2010)
Evaluation. The SEA revised requirements for submission of year end reports from PEC Coordinators to include documentation of interaction with parents.	The SEA has the following information on activities conducted, number of people contacted/impacted, and the effect on Indicator B8: 8 of 10 PEC programs in the AEAs reporting Contacts: 7,000 family phone contacts PECs Attended the following IFSP meetings: 85 IEP meetings: 437 Pre/Post Meeting visits: 255 Trainings offered: 477	Ongoing through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The State of Iowa did not meet the target for the percentage of parents (children 3 to 5) reporting that the school facilitated involvement for FFY 2008 (2008-2009) and showed slippage from FFY 2007 (2007-2008). The SEA attributes this slippage to a change in the method of collecting data implemented for the FFY 2008 (2008-2009) year. In previous years, AEAs were forced to obtain a response rate of 100% by repeatedly sampling the population until the desired response rate was achieved. This had the effect of altering the survey results to favor the responses of those parents who would eventually respond if the sampling was continued long enough and negating the effect of randomizing the initial sample. In FFY 2008 (2008-2009) it was determined that strict sampling and surveying procedures would be adhered to, and that no additional sampling of the population would take place. As a result, response rates were significantly less than 100%, but the resulting data are thought to be more valid representations of the perceptions the SEA was attempting to measure.

The State of Iowa improved in percentage of parents (children 6 to 21) reporting that the school facilitated involvement, from FFY 2007 (2007-2008) to FFY 2008 (2008-2009), and met the measurable and rigorous target for FFY 2008 (2008-2009). The SEA attributes this change to the same change in sampling methods described above. While it is possible that some of the improvement is due to real gains made by schools in parent involvement, it is just as likely that the sampling change has resulted in the collection of more accurate data. This would indicate that parent perceptions are actually better than our previous data were allowing us to detect.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B8.10. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B8.9 will continue in FFY 2009 (2009-2010), and are not listed in Table B8.10).

Table B8.10
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. SEA will facilitate meetings with Parent-Educator Connection Coordinators to promote consistent practices across the state to support family-educator partnerships in schools and AEAs.	PEC	2009-2010	Parents and educators partner to support success of students with IEPs in school. Parents report greater levels of agreement for Indicator B8.
Provide technical assistance. SEA will distribute and prepare for the implementation of the NCSEAM guide: Improving Relationships and Results: Building Family School Partnerships	PEC	2009-2010	Trainings will be held beginning in FFY 2008 (2008-2009) and continuing through FFY 2009 (2009-2010). Ten of ten AEAs will have at least one training with LEAs by June 30, 2009.
Evaluation. SEA will revise requirements for submission of year end reports from PEC Coordinators to include documentation of interaction with parents.	PEC	2009-2010	The SEA will have information on activities conducted, number of people contacted/impacted, and the effect on Indicator B8.

2009-2010 Parent Survey - Preschool Special Education

		Survey Code Number	
Completed:			
Interviewer			
*Student Name:			
		First	Last
*Parent Name:			
		First	Last
Mailing address			
Street, City, State and ZIP			
*Attending district:			
Phone Number:		Alternate number:	
Include area code		Include area code	
Email address1		Email2	
Attempt dates:			
1	2	3	
Preferred date and time to call back			
Notes:			
Entered into web system		By	
Entered into computer			
Data Entry person		Refused survey:	

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
1. I am part of the IEP/IFSP decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My recommendations are included on the IEP/IFSP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My child's evaluation report was written using words I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
<i>People from preschool special education, including teachers and other service providers:</i>								
7. -provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. -are available to speak with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. - treat me as an equal team member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. - encourage me to participate in the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. -respect my culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. -value my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. -ensure that I have fully understood my rights related to preschool special education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. -communicate regularly with me regarding my child's progress on IEP/IFSP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. -give me options concerning my child's services and supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. -provide me with strategies to deal with my child's behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. -give me enough information to know if my child is making progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. -give me information about the approaches they use to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. -give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. -offer parents training about preschool special education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. -offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. -explain what options parents have if they disagree with a decision made by the preschool special education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
<i>People from preschool special education, including teachers and other service providers:</i>								
23. -give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. -offer supports for parents to participate in training workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. -connect families with one another for mutual support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*As of today, how old is your child?

Options are:

under 3;
between 3-4;
Between 4-5;
5 and older

Thank you very much for your input.

*What is your child's race/ethnicity?

Options are:

White/Caucasian;
Black/African American;
Hispanic;
Asian/ Pacific Islander;
American Indian/ AK native;
Multi-racial;
Refuse/Don't know

Do you have any other comments your wish to provide to the program?

2009-2010 Parent Survey – K-12 Special Education

		Survey Code Number	
Completed:			
Interviewer			
*Student Name:			
		<i>First</i>	<i>Last</i>
*Parent Name:			
		<i>First</i>	<i>Last</i>
Mailing address			
<i>Street, City, State and ZIP</i>			
*Attending district:			
Phone Numbers:		Alternate number:	
<i>Include area code</i>		<i>Include area code</i>	
Email address1		Email2	
Attempt dates:			
1	2	3	
Preferred date and time to call back			
Notes:			
Entered into web system by		Refused survey	

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. **You may skip any item that you feel does not apply to you or your child.**

		Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
Schools efforts to partner with parents									
1.	I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	All of my concerns and recommendations were documented on the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.	Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I was given information about organizations that offer support for parents of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
9.	My child's evaluation report is written in terms I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Written information I receive is written in an understandable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Teachers are available to speak with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Teachers treat me as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teachers and administrators									
13.	-seek out parent input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	-show sensitivity to the needs of students with disabilities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	-encourage me to participate in the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	-respect my cultural heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	-ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The school:									
18.	- has a person on staff who is available to answer parents' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	- communicates regularly with me regarding my child's progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	- gives me choices with regard to services that address my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	- offers parents training about special education issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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IOWA

22.	- offers parents a variety of ways to communicate with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	- gives parents the help they may need to play an active role in their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	- provides information on agencies that can assist my child in the transition from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	- explains what options parents have if they disagree with a decision of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>*As of today, how old is your child?</p> <p>*In what grade is your child? Options – K-12</p> <p>*At what age did your child begin to receive Early ACCESS or special education services? Under 1; birth – age 2; Age 3-5; Age 6-8; Age 9-12; Age 13-17; Age 18+</p>				<p>*What is your child's race/ethnicity? Select from list: White/Caucasian; Black/African American; Hispanic; Asian/ Pacific Islander; American Indian/ AK native; Multi-racial; Refuse/Don't know</p>					
Thank you very much for your input.				Do you have any other comments your wish to provide to the program?					

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2007 (2007-2008) Response Letter to Iowa, OSEP analyzed Iowa's data for Indicator 9 from FFY 2007 (2007-2008) and stated that Iowa's efforts with respect to this indicator are appreciated. Hence, Iowa will continue to report on the measurement and results of improvement activities for Indicator 9 for FFY 2008 (2008-2009).

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as reflected in Iowa's State Eligibility Document on file with OSEP. In addition, because Iowa's Area Education Agencies carry primary responsibility for conducting child-find activities, data for Indicator 9 were examined at the AEA level.

The paragraphs that follow summarize Iowa's (a) definition of Disproportionate Representation, (b) measurement strategy for determining disproportionate representation, (c) *n* size used for calculations, and (d) process for determining if Disproportionate Representation was a result of Inappropriate Identification.

State Definition of Disproportionate Representation. Consistent with the "Disproportionality: Discussion of SPP/APR Response Table Language" (North Central Regional Resource Center), in response to the OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and in accordance with 34 CFR § 300.600 (d) (3), the Iowa defines "disproportionate representation" as occurring when one or more of the following statements are true, for any of the five ethnicities examined:

- A. Overrepresentation occurs when the weighted risk ratio or alternate risk ratio is greater than 2.00 and the risk gap is greater than 1.00.
- B. Underrepresentation occurs when the weighted risk ratio or alternate risk ratio is less than 0.25 and the risk gap is less than -1.00.

Measurement of Disproportionate Representation. In FFY 2006 (2006-2007) Iowa changed calculations used to determine disproportionate representation from the composition index to a weighted risk ratio and risk gap. Changing this definition provided multiple measures with which to examine disproportionate representation.

Risk ratios are preferable to the composition index because the size of a risk ratio is not dependent upon the composition of the state or district's total enrollment. In addition, the size of a risk ratio is not dependent on differences in overall special education identification rates. Weighted risk ratios, therefore, can be directly compared across districts and ranked in order to target assistance efforts. The large number of small schools in Iowa with low ethnic enrollment make the weighted risk ratio and the risk gap more appropriate measurement strategies for disproportionate representation. The risk gap is particularly well suited to Iowa, where comparison to the Caucasian group as the majority group in the state is a valid measure.

The race/ethnicity categories used for analysis were: African American, Hispanic, Asian, American Indian and Caucasian. The formula for the weighted risk ratio is:

$$\text{Weighted risk ratio} = \frac{R_i}{\sum_{j \neq i} w_j R_j} = \frac{(1-p_i) R_i}{\sum_{j \neq i} p_j R_j}$$

where R_i is the district-level risk for racial/ethnic group i , and p_i is the state-level proportion of students from racial/ethnic group i . R_j is the district-level risk for the j -th racial/ethnic group, and p_j is the state-level proportion of students from the j -th racial/ethnic group.

An alternate risk ratio is calculated if there are at least ten students with IEPs in the ethnic group of interest, but fewer than ten students with IEPs in the comparison group. The alternate risk ratio is calculated by modifying the above equation so that the district-level risk for the racial/ethnic group (R_i) is divided by the state-level risk for all other students.

The risk gap is calculated as:

$$\text{Risk gap} = \text{Weighted risk ratio}_i - \text{Weighted risk ratio}_{\text{caucasian}}$$

Cell Sizes for Calculating Disproportionate Representation. Because of the large number of schools in Iowa with low ethnic enrollment, the cell sized used for calculating weighted risk ratio, alternate risk ratio, and risk gap, was set at 10. Iowa believes this "n" is statistically appropriate given the composition of schools in Iowa.

Determining if Disproportionate Representation is Due to Inappropriate Practices.

Iowa has a multi-tiered process for reviewing policies, procedures, and practices to determine if disproportionate representation is due to inappropriate identification practices.

The process in place uses multiple methods (desk audit, interview, survey, self-study) on multiple sources (policies, procedures, practices). Disproportionate representation as a function of inappropriate identification practices is determined by desk audits of state policies for alignment with federal requirements, desk audits of child-find practices of Area Education Agencies, desk audit of district policies on provision of special education, an AEA self-study on preparation of staff for cultural sensitivity and diversity, and through surveys of evaluation practices of Area Education Agency and school district personnel.

AEA surveys target prereferral practices including the extent to which data are used in generating referrals for special education evaluation, presence of and quality of building assistance teams, assistance provided by AEA staff, school culture on prereferral practices, special education placement rates of children who completed interventions in general education, use of intervention data in IEP development, and the relationship between the AEA and LEA staff. Teams at the school building level provide information on school culture and climate related to diversity, cultural sensitivity, data-based decision-making, accommodative practices, and general building climate.

An SEA team reviews all data and determines if policies and practices required by federal legislation and by Iowa statute, are present. The team then determines if practices associated with appropriate identification are present in sufficient quantity and quality. AEAs are notified of results of the review, of any corrective actions needed, timelines for corrective actions, and proof needed to demonstrate compliance with the corrective actions.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2008 (2008-2009)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification

Actual Target Data for FFY 2008 (2008-2009):

Data analyzed for FFY 2008 (2008-2009) are the same data reported to OSEP for Iowa's 618 Table 1: Report of Children With Disabilities Receiving Special Education Under Part B of the IDEA for 2008-2009. The actual numbers used in the calculations are summarized in Table B9.1.

Table B9.1
Raw Numbers Used to Generate Calculations, FFY 2008 (2008-2009)

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL
AEA 1	235	880	85	672	21	326	3	63	3914	28075
AEA 267	915	4149	632	4320	56	822	68	538	7297	51186
AEA 8	157	838	338	2510	46	565	23	95	3283	26634
AEA 9	785	4609	486	4580	53	974	17	267	4303	36998
AEA 10	1267	5213	345	2357	110	1895	26	226	6849	55893
AEA 11	1815	8129	1087	8574	214	3983	38	362	11573	100769
AEA 12	224	1199	629	5526	52	841	151	854	3604	29488
AEA 13	111	528	182	1634	33	265	27	173	3675	27114
AEA 14	16	83	60	449	10	90	2	30	1428	9044
AEA 15	293	1516	197	1749	32	472	12	85	4639	32895
Iowa	5818	27144	4041	32371	627	10233	367	2693	50565	398096

Source: Iowa 618 Table 1, FFY 2008 (2008-2009) and Iowa Project EASIER FFY 2008 (2008-2009).

Table B9.2 summarizes AEA-level data for disproportionate representation, for FFY 2008 (2008-2009). Categories of disproportionate representation, based on Iowa's definition of over- and under-representation, are highlighted. AEAs requiring reviews of policies, procedures, and practices, are also highlighted.

Table B9.2

Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2008 (2008-2009)

	Exceeds Iowa's threshold of weighted or alternate risk ratio greater than 2.00 (over) or less than 0.25 (under)
	Exceeds Iowa's threshold of risk gap greater than 1.00 (over) or less than -1.00 (under)
	AEA must undergo review of policies, procedures and practices to determine if disproportionality is due to inappropriate identification

	Race/Ethnicity										Percent of Districts Disproportionate
	African American		Hispanic		Asian		Native American		White		
	WRR	GAP	WRR	GAP	WRR	GAP	WRR	GAP	WRR	ALT	
AEA 1	1.96	1.13	0.87	0.04	0.44	-0.39	NA	NA	0.83	NA	4.17%
AEA 267	1.56	0.69	1.01	0.13	0.46	-0.42	0.87	-0.01	0.88	NA	0.00%
AEA 8	1.51	0.70	1.06	0.24	0.63	-0.18	1.91	1.09	0.82	NA	2.08%
AEA 9	1.50	0.54	0.90	-0.06	0.46	-0.50	0.54	-0.42	0.96	NA	4.55%
AEA 10	1.98	1.25	1.14	0.41	0.44	-0.28	0.89	0.16	0.73	NA	12.12%
AEA 11	1.95	1.20	1.06	0.30	0.44	-0.32	0.87	0.11	0.76	NA	3.70%
AEA 12	1.55	0.65	0.91	0.01	0.49	-0.41	1.43	0.53	0.90	NA	0.00%
AEA 13	1.57	0.68	0.80	-0.10	0.90	0.01	1.13	0.24	0.89	NA	0.00%
AEA 14	1.25	0.20	0.84	-0.21	0.70	-0.35	NA	NA	1.05	NA	0.00%
AEA 15	1.41	0.38	0.79	-0.23	0.48	-0.55	1.00	-0.02	1.03	NA	0.00%
State of Iowa	1.71	0.86	0.95	0.11	0.46	-0.38	1.04	0.20	0.85	NA	2.49%

WRR = Weighted Risk Ratio

GAP = Risk Gap

ALT = Alternate Risk Ratio

Source: Iowa Project EASIER, FFY 2008 (2008-2009) and Iowa Information Management System FFY 2008 (2008-2009).

For FFY 2008 (2008-2009), 0 of 10 AEAs had disproportionate representation, meaning that no AEAs met or exceeded the criteria for under- or over-representation. No AEAs were required to engage in reviews of policies, procedures, and practices to determine if disproportionate representation was the result of inappropriate identification.

If an AEA had shown disproportionate representation that AEA would have been required to undergo a review of policies, procedures, and practices. State policies used to determine if disproportionality is the result of inappropriate identification are described below, and the full review is appended to this chapter.

Summary of Process Used to Determine if Disproportionality was Due to Inappropriate Practice.

State Policy. The State of Iowa has policies and procedures designed to prevent inappropriate overidentification or disproportionate representation by race and ethnicity of children with disabilities, consistent with 34 CFR § 300.8, 20 U. S. C. 1418 (d), 20 U. S. C 1412 (a) (24), 34 CFR § 300.173. The State of Iowa has procedures requiring use of a variety of

assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining: whether the child is a child with a disability, and the content of the child's IEP, consistent with 20 U. S. C. 1414 (b) (2); 34 CFR § 300.304 (b). The State of Iowa has policies ensuring that assessments and other evaluation materials used to assess a child under 20 U. S. C. 1414 (b) are selected and administered so as not to be discriminatory on a racial or cultural basis, are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, and other requirements for assessment in all areas of suspected disability, by trained and knowledgeable personnel (20 U. S. C. 1414 (b) (3)); 34 CFR § 300.304 (c). The State of Iowa has policies that determination that the child has a disability and the educational needs of the child shall be made by a group of qualified professionals and the parent, in accordance with § 300.306 (b), 20 U. S. C. 1414 (b) (4), 34 CFR § 300.306 (a). The State of Iowa has policies that, in making a determination of eligibility, a child shall not be determined to be a child with a disability if the determinant factor for such determination is: lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in Section 1208 (3) of the Elementary and Secondary Education Act of 1965); lack of appropriate instruction in math; or limited English proficiency and if the child does not otherwise meet the eligibility criteria under 34 CFR § 300.8 (a) [20 U. S. C. 1414 (b) (5); 34 CFR § 300.306 (b)]. The State of Iowa has policies that, in interpreting evaluation data for the purpose of determining if a child is a child with a disability under § 300.8, and the educational needs of the child, each public agency must draw upon information from a variety of sources, and ensure that information from all these sources is documented and carefully considered [20 U. S. C. 1414 (c); 34 CFR § 300.306 (c)].

Figure B9.1 summarizes the percentage of districts with disproportionate over or underidentification, and the percentage of AEAs with disproportionate representation due to inappropriate practices for FFY 2005 (2005-2006) through FFY 2008 (2008-2009).

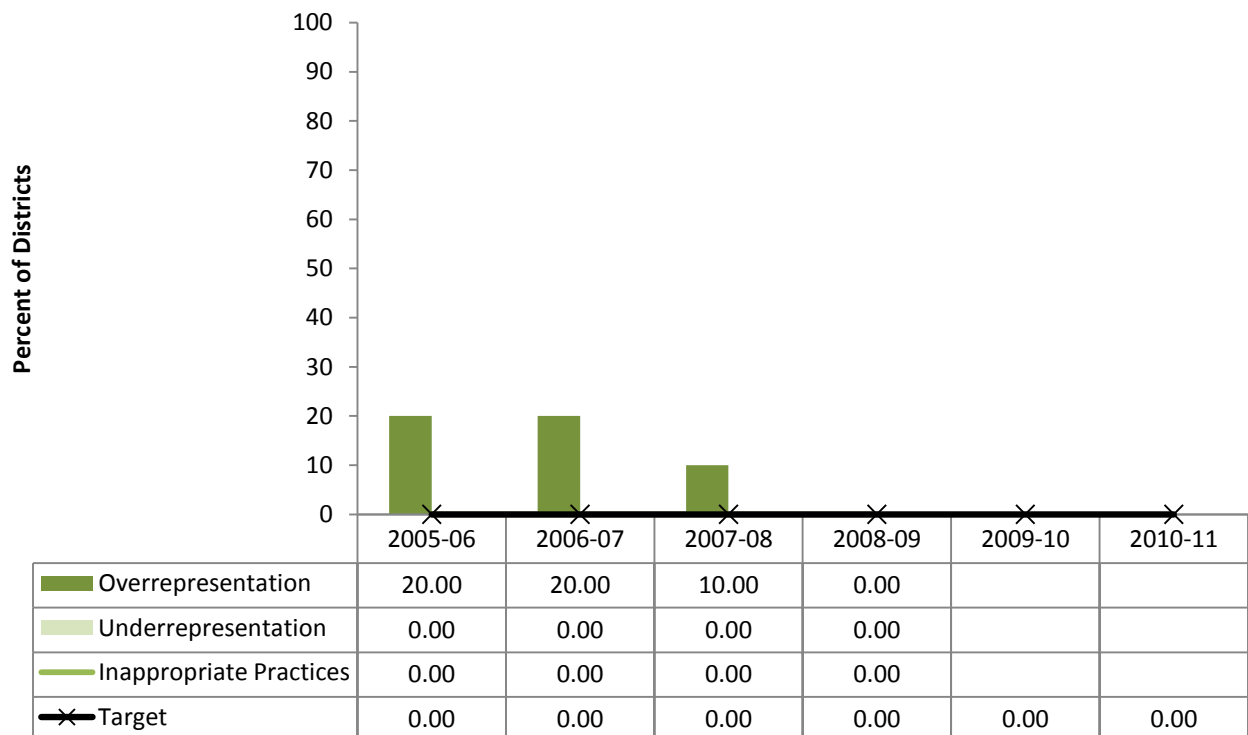


Figure B9.1. Percent of AEAs with Disproportionate Over- and Under-Representation of Racial or Ethnic Subgroups in Special Education, and Percent of Disproportionate Representation Due to Inappropriate Practices.
 Source. Iowa Information Management System and Iowa Project EASIER, FFY 2005 (2005-2006) through FFY 2008 (2008-2009).

For FFY 2008 (2008-2009), Iowa met the measurable and rigorous target for Indicator 9. No AEAs had disproportionate representation due to inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities Completed in FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B9.3.

Table B9.3
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. Data were verified within IMS system.	Continued accuracy of disproportionality data.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Provide technical assistance. Study professional literature to determine factors associated with disproportionality and factors associated with inappropriate identification practices	Relevant articles from TA centers were reviewed. Understanding that disproportionality is a problem that needs attention was communicated to AEAs and to some LEAs. Policies and practices around root cause analysis were not identified in the professional literature.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Provide technical assistance. The State Disproportionality Work Group will be reconvened to analyze data, determine problem areas, and align technical assistance to address problems.	Not completed in FFY 2008. Will reconvene if appropriate in FFY 2009	Convene as needed. Individuals with expertise (Dan Reschly) could be contracted. SEA to develop on an as needed basis.
Evaluation. Iowa's data team will study LEA and AEA factors predicting a weighted risk ratio of 2.0 or higher.	Identify factors that can be intervened upon, at the LEA and AEA levels, that predict high weighted risk-ratios.	Not a high priority for completion in FFY 2009 (2009-2010)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. The SEA supported AEAs in writing action plans for addressing disproportionate representation and appropriate identification practices.	All AEAs wrote action plans defining supports needed and actions to be taken in FFY 2007 (2007-2008), to address disproportionate representation and to provide local schools with technical assistance for significant disproportionality.	Completed for FFY 2007 (2007-2008). Annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2008 (2008-2009) measurable and rigorous target for percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, with 0% (0 of 10) of AEAs found to have disproportionate representation due to inappropriate practices.

There was no change in the number of AEAs identified as having disproportionate representation due to inappropriate identification in FFY 2008 (2008-2009) when compared to the numbers of districts with disproportionality due to inappropriate identification using data from FFY 2007 (2007-2008). In FFY 2007 (2007-2008), however, one AEA was required to conduct a review of policies, procedures, and practices, based on data analysis. Data for FFY 2008 (2008-2009) showed that this AEA made progress in reducing disproportionate representation, and the AEA was not required to conduct a similar review for FFY 2008 (2008-2009).

Per OSEP requirements set forth in the December 13, 2008 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2008 (2008-2009):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the state know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the state?

In FFY 2008 (2008-2009), an analysis of weighted risk-ratio, risk gap, and alternate risk-ratio, was conducted to determine where disproportionate representation occurred.

When thresholds for disproportionate over- and under-identification occurred, policies, procedures, and practices were reviewed to determine if disproportionate representation was due to inappropriate identification.

For Indicator 9, there were no corrective actions needed for FFY 2008 (2008-2009). Hence, the state did not take enforcement actions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B9.4. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B9.3 will continue in FFY 2009 (2009-2010), and are not listed in Table B9.4).

Table B9.4
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. The SEA will support one AEA in providing training to AEA staff on evaluating exclusionary factors in child find, and in supporting districts through instructional consultation.	5 SEA staff AEA leadership	To be implemented Fall 2009-Fall 2010.	Effect of exclusionary factors on performance will be more fully described in Evaluation reports. Districts will use data to examine how instructional resources are provided to subgroups of students. An institute on disproportionality for school staff will be developed.

References

- Gamm, S. (2008). *Disproportionality in Special Education: Where and Why Overidentification of Minority Students Occurs*. LRP Publications.
- Kozleski, E. B., & Zion, S. (2006). *Preventing Disproportionality by Strengthening District Policies and Procedures – An Assessment and Strategic Planning Process*. Downloaded August 1, 2008 from www.nccrest.org.



Disproportionality Protocol A2: Review of AEA Professional Development Efforts

AEA Staff 1: _____

AEA Staff 2: _____

AEA Staff 3: _____

Date(s) in which form was completed:

Part 1.

1. What training is provided to AEA special education staff about data-based decision-making and supporting districts' use of school-wide data to allocate resources?
2. Is there evidence that content of training was taught to mastery? If yes, summarize results of training.
3. Is there evidence that content of training is implemented? If yes, summarize implementation data.
4. What evidence exists that the AEA adopted the Eligibility Criteria?
5. Summarize evidence that the eligibility criteria have been taught to staff
6. Does the AEA have a systematic process to review quality of interventions being conducted by AEA staff? If yes, what are the results of the most recent review process?
7. What changes in professional development and support to AEA staff are being considered, that might impact the weighted risk-ratio?

Part 2. Actions, if any, resulting from self-study

Actions	Timelines	Person(s) Responsible	✓ when complete

Send copy of completed form to Bureau Chief, Student and Family Support Services, Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319



Disproportionality Protocol A3: Review of AEA Practices

AEA: _____

District: _____ Building: _____

How many AEA Team Members were involved with completion of this form? _____

1. How does the school building identify students as at-risk for academic or behavior failure?
☐ Systematic screening data (DIBELS, CBM, PBIS)
☐ Teacher referral
2. Does the school have a process for implementing general education interventions?
☐ Yes
☐ No
3. Which of the following best describes general education intervention development?
☐ The building does not have a formal general education intervention process
☐ Interventions are a function of teachers brainstorming solutions
☐ Interventions are based on diagnostic data and problem analysis of the behavior of concern
☐ Interventions consist of a packaged intervention with or without a scientific research base
☐ Other: _____
4. Which of the following best describes standards used for goal setting of interventions?
☐ Intervention goals are set using 25th percentile of district or AEA norms
☐ Intervention goals are set using 50th percentile of district or AEA norms
☐ Published growth rates intended to "catch-up" performance to that of peers (for example, Fuchs et al.)
☐ Published growth rates that raise performance but are not intended to "catch-up" performance
☐ Performance defined by classroom or district expectations (for example, for on-task behavior)
☐ Other: _____

5. In this building, there are general education interventions that teachers implement, and there are entitlement interventions that AEA staff implement that are different from the general education interventions used by school staff.
- ☐ Agree
☐ Disagree
6. In this building, the general opinion of the teachers is that interventions are effective in solving students' problems
- ☐ Agree
☐ Disagree
7. Which of the following best describes how interventions used for entitlement determinations are implemented?
- ☐ Interventions are implemented by general education teachers
☐ Interventions are implemented by special education teachers
☐ Interventions are implemented by AEA staff
☐ Other
8. In developing interventions, how are cultural differences evaluated and considered?
- ☐ The student's performance against others in the same racial group is considered
☐ The performance of students who are members of racial subgroups is compared to the performance of all students
☐ Materials are presented in the student's primary language
☐ Interventions are evaluated for effectiveness for specific racial or ethnic groups
☐ Cultural considerations are neither evaluated nor considered
☐ Other
9. In developing interventions, how is lack of appropriate instruction evaluated and considered?
- ☐ The district's core programming is evaluated against standards for content (big ideas in reading and math)
☐ The district's core programming is evaluated against standards for minutes of implementation
☐ The student's opportunities to respond and engaged time is compared to peers through systematic observation
☐ The student's attendance and mobility are considered in determining opportunity to learn content
10. In the typical case, interventions are implemented for long enough duration to detect changes in student performance as a function of modified instruction (6-8 weeks).
- ☐ Yes
☐ No
11. Teachers implementing interventions graph student performance

- ☐ Yes
☐ No

12. In the typical case, changes to interventions are made prior to consideration of exploring entitlement for special education.

- ☐ Yes
☐ No

13. At the end of an intervention, if a student's performance is at or above the goal, the student is usually not eligible for special education support.

- ☐ Yes
☐ No

14. In the typical case, the instructional strategies needed to improve academic or behavior functioning, have been validated during the intervention process, meaning that teachers know what content to teach, what materials to use in instruction, how many minutes per day to teach, and how to evaluate progress.

- ☐ Yes
☐ No

15. How are intervention data used in IEP development? (check all that apply)

- ☐ Results are not used
☐ PLAAFP information is generated from the intervention
☐ Frequency of and minutes of services are estimated based on intervention outcome
☐ Other:
☐ Other:

16. Of the cases in which AEA staff are primary partners, either in intervention development or implementation or both, estimate how many students typically end up as an entitled individual:

- ☐ 0-10%
☐ 11-25%
☐ 26-50%
☐ 51-74%
☐ 75% or higher

17. In this district, AEA staff are pressured by school districts to staff students into special education even if the intervention was successful in "normalizing" student performance

- ☐ Yes
☐ No

18. In this district, most often, AEA staff succumb to district pressures and staff students for an IEP who may not really need the IEP

- ☐ Strongly Agree
- ☐ Agree
- ☐ I don't know
- ☐ Disagree
- ☐ Strongly Disagree



Self-Study of School Practices

AEA: _____

School District Name: _____

Building Name: _____

Who assisted with completion of the self-study?

☐ Building Principal ☐ Central Office Administration ☐ General Education Teachers ☐

Guidance Counselor

☐ Assistance Team Chairperson ☐ At-risk Coordinator ☐ Special Education Teachers

☐ AEA Staff

1. General Education Intervention Practices (Select best descriptor)

- ☐ Students are determined in need of special education by examining response to intervention
- ☐ A general education intervention process is used in our building but is viewed as a hoop for special education entitlement
- ☐ General education interventions are completed by AEA staff, not by teachers
- ☐ We do not have a general education intervention process in our building

2. Continuum of instructional or behavior supports (Select best descriptor)

- ☐ We have supplemental reading, math, writing, and behavior (social skills programs) that are provided to students not identified as having disabilities but are at-risk
- ☐ We have 3 of 4 supplemental programs: reading, math, writing, or behavior, but not all 4, provided to students who do not have disabilities but are at-risk
- ☐ We have 1 or 2 of 4 supplemental programs: reading, math, writing, or behavior, but not all 4, provided to students who do not have disabilities but are at-risk
- ☐ We have no supplemental programs for students at-risk other than special education

3. Use of data for determining needs (Select best descriptor)

- ☐ Students are determined to be candidates for supplemental assistance by analyzing building-level data by content area and determining which students need what level of supplemental support. If special education entitlement is explored, this supplemental support is the student's general education intervention.
- ☐ Students are determined to be candidates for supplemental assistance by analyzing building-level data by content area and determining which students need what level of supplemental support. If general education entitlement is explored, the AEA completes additional interventions.
- ☐ Students are referred to a building assistance team, student learning team, or other assistance team, if teachers suspect problems.
- ☐ Students are referred directly to AEA staff if teachers suspect disabilities.

4. Cultural Sensitivity (Select best descriptor)

- ☐ At least annually, teachers receive training on cultural sensitivity
- ☐ New teachers to the district receive training on cultural sensitivity but returning teachers do not.
- ☐ There is no systematic component for presenting cultural sensitivity issues to teachers

5. Professional Development (Select best descriptor)

- ☐ Teachers are provided with strategies that address academic or behavior problems. These strategies can be integrated into general classroom instructional plans.
- ☐ Teachers are not provided with strategies that address academic or behavior problems.
- ☐ Most teachers in our building think that strategies for academic or behavior problems are the purview of special education teachers and should not be included in general professional development.

6. Belief Systems Around Supporting Students with Disabilities (Select best descriptor)

- ☐ Our staff believes that even when a student is found not eligible for special education, there are strategies outside of special education resources that can be implemented for a student.
- ☐ Our staff believes that, if students are not found eligible for special education, continuing in general education without any supports, is appropriate
- ☐ Our teachers or administration believe that, even when data indicate students do not need special education resources, the AEA should support entitlement of that student for special education.
- ☐ Our staff believes that general education interventions can be successful for many students and prevent need for special education support.
- ☐ Our staff believes that all students for whom general education interventions are implemented, should be entitled to special education supports

Review Practices for Districts with 2 Consecutive Years Exceeding Threshold

1. State Review of Policies
2. Review of AEA Procedures
3. AEA Reviews data from Year 1
 - a. If professional development plan is not current, AEA provides update. Otherwise AEA provides letter that professional development plan is current
 - b. SEA reviews school-level data with AEA and determines if historical events have occurred that are likely to have changed results of data already gathered in Year 1. If yes, new data are gathered from schools. If no, data gathered during Year 1 are used as part of the Year 2 analysis of data. If the AEA ends up as a 3-consecutive year AEA, data from LEAs will be gathered at that time.
 - c. AEA teams complete the survey on assessment practices for all school buildings within the boundaries of the AEA.
 - d. AEA administration assures the SEA that disproportionality is being addressed with LEA leadership to make the LEA leaders aware of the issue and to provide LEAs with information about practices resulting in disproportionate representation and about practices that might be inappropriate.

2009-2010 AEA Staff Disproportionality Survey

This survey is for AEA teams. The survey captures information on practices that impact disproportionate representation.

Which AEA do you work for?

Please check all that apply.

AEA 1

AEA 267

AEA 8

AEA 9

AEA 10

AEA 11

AEA 12

AEA 13

AEA 14

Great Prairie AEA (15 & 16)

What district (LEA) does the response reflect? [Note: it would be helpful for data aggregation if you typed in the full district name: West Overshoe Consolidated School District, rather than West Overshoe or West Overshoe CSD]

Please write your answer in the space below.

What is the name of the school building?

Please write your answer in the space below.

1. The building is required to provide evidence that supplemental intervention was provided and implemented prior to suspecting disability or referring for evaluation

Please pick one of the answers below.

Yes

No

In this building, supplemental services are more accommodative in nature or are not instructionally rigorous to truly change academic performance over short time frames.

Please pick one of the answers below.

Agree

Disagree

2. When a student is referred for evaluation, the evaluation team examines whether or not the performance leading to the referral is unusual compared to others in the classroom

Please pick one of the answers below.

Yes

No

3. When a student is referred for evaluation, if the child is determined to be an eligible individual, the IEP uses

intervention data to determine the kinds of services needed by the student

Please pick one of the answers below.

Yes-IEP services logically flow from intervention data

No-IEP services do not build on intervention data

4. When a student is referred for evaluation, if the child is determined to be an eligible individual, the IEP uses intervention data to determine the least restrictive setting in which the IEP can be implemented

Please pick one of the answers below or add your own.

Yes-intervention data and services provided on an IEP are similar

No-IEP services are based on what the Special Education teacher does for most children and are not aligned to intervention data

Other

5. The team has evaluated at least one student from the race of "African American" in the past year

Please pick one of the answers below.

Yes

No

The Department of Education recognizes that practices vary somewhat for each student and that decision making often has an "it depends" response.

When answering questions 6 and beyond, consider the "typical" assessment, evaluation, and decision-making practices that the team used for students in the building being rated.

6. When an African-American student is suspected of having a disability, the IEP team examines and judges the extent to which scientifically-proven core instruction (academics or behavior) was provided to that student

Please pick one of the answers below.

Yes

No

If the core program was not research-based, the IEP team determined on average that the student (s) cannot be student(s) with disabilities

Please pick one of the answers below.

Yes

No

7. When an African-American student was suspected of having a disability, the evaluation team examined and judged the extent to which cultural factors accounted for differences in performance when compared to expectations in the school.

Please pick one of the answers below.

Yes

No

If there were cultural factors that accounted for the student's performance differences, the evaluation team determined (on average) that the student was not a student with a disability

Please pick one of the answers below.

Yes

No

8. When an African-American student was suspected of having a disability, the IEP team examined the extent to which attendance, mobility, or other factors impacting opportunity to benefit from instruction, effected performance.

Please pick one of the answers below.

Yes

No

If during the initial evaluation, performance of an African-American student suspected of having a disability was attributed to lack of instructional opportunity and not a disability, the IEP team determined that the student did not have a disability and did not need an IEP.

Please pick one of the answers below.

Yes

No

9. For African-American students referred for evaluation, the IEP team examined whether or not the performance leading to the referral was consistent and reliable for the student (the student had a history of similar academic or behavior performance over time or in different settings)

Please pick one of the answers below.

Yes

No

For African-American students referred for evaluation, if the team determined that the behavior for which the student was referred (academics, behavior, motor, communication, other) was not validated to be a problem over time or across settings, the team determined that the student did not have a disability and was not eligible for an IEP.

Please pick one of the answers below.

Yes

No

10. When an African-American student was referred for evaluation, the IEP team examined whether or not many other students in the classroom, building, or district were performing similarly to the performance of the referred student.

Please pick one of the answers below.

Yes

No

If many other students were performing similarly to the referred child of African-American background, the IEP

team concluded that the child is not eligible for an IEP and that resources other than IEP resources needed to be used by the school to address the problem.

Please pick one of the answers below.

Yes

No

11. When an African-American student was identified as an eligible individual, the IEP team used intervention data to determine the kinds of services needed by the student in terms of goals and/or type of and amount of instructional or related service.

Please pick one of the answers below.

Yes- IEP services logically flow from intervention data

No- IEP services do not build on intervention data

12. When an African-American student was identified as an eligible individual, the IEP team used intervention data to determine the least restrictive setting in which the IEP would be implemented

Please pick one of the answers below.

Yes-intervention data and services provided on an IEP are similar

No-IEP services are based on what the Special Education teacher does for most children and are not aligned to intervention data

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13. There are 2 students, one Caucasian, the other African-American. Both students are performing below district expectations and are on intervention plans. There are differences between the African-American student and the Caucasian student in terms of intervention rigor, weeks of intervention, quality of progress monitoring data, or data-based decision-making.

Please pick one of the answers below.

Agree

Disagree

14. In developing intervention goals or for special education evaluation, AEA teams ask parents about cultural differences and the kinds of performance considered acceptable to the family or community.

Please pick one of the answers below.

Yes

No

15. The academic performance of African American students referred for IEP evaluation is significantly lower than Caucasian students referred for evaluation.

Please pick one of the answers below.

Yes

No

Have you seen achievement data for the building to validate that achievement differences exist between African American students and Caucasian students, or are you making an educated guess?

Please pick one of the answers below or add your own.

We have seen achievement data (ITBS, ITED, NWEA/MAP, CBM, DIBELS, BRI, etc.)

We are making an educated guess based on things teachers have said

Other

Page 5 of 6

16. A Caucasian student and an African-American student, displaying similarly low academic performance or similarly disruptive behavior, are equally likely to be identified as needing an IEP

Please pick one of the answers below.

Yes

No. The Caucasian student is more likely to be identified as needing an IEP in academics but not behavior

No. The African-American student is more likely to be identified as needing an IEP in academics but not behavior

No. The Caucasian student is more likely to be identified as needing an IEP in behavior but not academics

No. The African-American student is more likely to be identified as needing an IEP in behavior but not academics

No. The Caucasian student is more likely to be identified as needing an IEP in academics and behavior

No. The African-American student is more likely to be identified as needing an IEP in academics and behavior

17. A Caucasian student and an African-American student, displaying similarly low academic performance or similarly disruptive behavior, are likely to have IEPs with similar services and similar LRE

Please pick one of the answers below.

Yes. Services for 2 similar students are likely to be similar regardless of race

No. The Caucasian student is likely to have more access to general education

No. The African American student is likely to have more access to general education

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Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)

Overview of the Annual Performance Report Development:

In the OSEP Response Table to Iowa for FFY 2007 (2007-2008) OSEP states that:

The State is not required to report on this indicator.

Monitoring Priority: Disproportionality
--

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

<p>Measurement:</p> <p>Percent = [(number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (number of districts in the State)] times 100.</p> <p>Include State's definition of "disproportionate representation."</p> <p>Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.</p>

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2008 (2008-2009)	

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. The 60-day timeline data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 11, the OSEP Analysis/Next Steps were summarized as:

The State reported that noncompliance identified in FFY 2006 with the timely initial evaluations requirements in 34 CFR §300.301(c)(1) was corrected in a timely manner.

The State must demonstrate, in the FFY 2008 APR due February 1, 2010, that the State is in compliance with the requirements in 34 CFR §300.301(c)(1), including correction of the noncompliance the State reported under this indicator in the FFY 2007 APR. The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.

Hence, in this APR, the SEA will (a) report actual target data for FFY 2008 (2008-2009) demonstrating compliance with 34 CFR §300.301(c)(1), (b) report on the verification of correction of noncompliance identified in FFY 2007 (2007-2008) consistent with OSEP Memorandum 09-02.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Measurable and Rigorous Target:

The conduct of an evaluation within 60 days of receipt of parent consent is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% of children with parental consent to evaluate will be evaluated and eligibility-determined within 60 days (or State established timeline).

Actual Target Data for FFY 2008 (2008-2009):

The State of Iowa uses the date of receipt of consent by the public agency, as the date for starting the 60-day calendar for completion of the evaluation and eligibility determination. The State uses date of eligibility determination as the date for stopping the calendar for calculating timeline of evaluation and eligibility determination. At all pertinent times, Iowa's definition of 60-day timeline is identical to the federal definition contained in the 2004 IDEA amendments and the 2006 IDEA regulations.

Data reported below were generated from Iowa's Information Management System. The data reflect all children and youth in Iowa who were evaluated for determination of eligibility for an IEP, during FFY 2008 (2008-2009). The data were entered into the database by trained personnel, using the federal definition for 60-day timeline for evaluation and eligibility determination (initial evaluations). The data taken from the monitoring system are based on actual (not an average) number of days. The number of children with parental consent to evaluate, the 60-day timeline calculation, range of days beyond the timeline when eligibility was determined, and reasons for delay, are reported for FFY 2008 (2008-2009).

Figure B11.1 depicts the SEA baseline data from FFY 2005 (2005-2006) through actual target data for FFY 2008 (2008-2009).

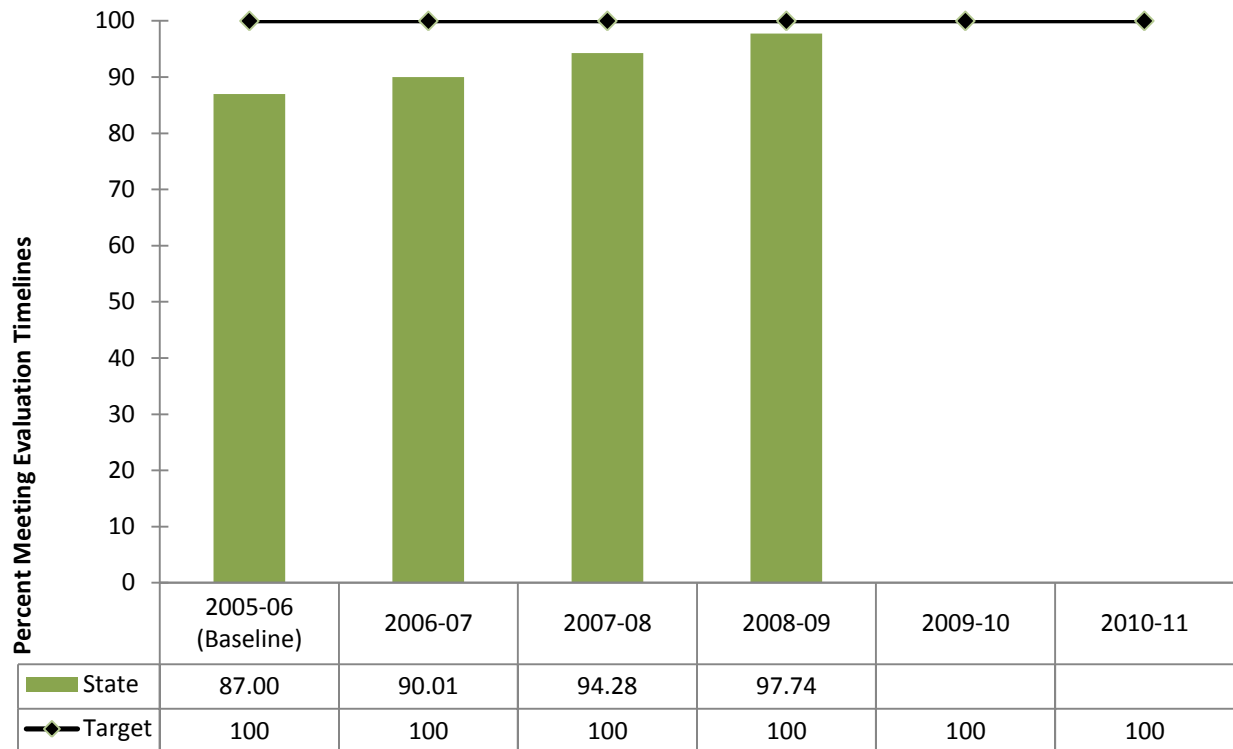


Figure B11.1. Percent of SEA Evaluations Meeting the 60-Day Timeline Requirement. Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2008 (2008-2009).

Iowa did not meet the measureable and rigorous target for FFY 2008 (2008-2009) for Indicator B11, but did show substantial compliance with 97.74% of SEA evaluations meeting the 60-day evaluation timeline. Performance for FFY 2008 (2008-2009) is below the OSEP target of 100%, but shows improvement from the actual target data of 94.28% obtained during FFY 2007 (2007-2008).

Table B11.1 contains the actual numbers for both of the OSEP measures (a, b) in addition to those included in (a) but not in (b). Specifically, data are reported for (a) the number of children with parental consent to evaluate, (b) the number of evaluations completed within the 60-day timeline, and (c) the number of evaluations not completed within the 60-day timeline.

Table B11.1
SEA Number for Each Required Measure for (a), (b), and (c) and Timely Evaluation

60-Day Timeline Measure	Number
a. # of children for whom parental consent to evaluate was received.	8629
b. # of evaluations completed within the 60-day timeline	8434
c. # not completed within the 60-day timeline (included in a, but not b)	195
d. Percent = b/a times 100. 8434 divided by 8629=.9774 .9774 times 100 = 97.74	
	97.74%

Source. Iowa Information Management System, FFY 2008 (2008-2009).

Table B11.1 summarizes data depicted in Figure B11.1, showing that Iowa did not meet the measurable and rigorous target for FFY 2008 (2008-2009) for Indicator B11. The number of children and youth in FFY 2008 (2008-2009) who were evaluated and eligibility determined within the 60-day timeline was 8434 of 8629 (97.74%). One-hundred-ninety-five children received parental consent to evaluate, but the evaluation was not completed within 60 days of receipt by the public agency. Of those 195 children, 167 were determined eligible outside the 60 day timeline and received an IEP, and 28 were determined not eligible. The data reported are consistent with the measurement, and no explanation of variance is required.

Table B11.2 provides the reason and range of days beyond the 60-day evaluation timeline.

Table B11.2
Reason and Range of Days Beyond 60-Day Evaluation Timeline

Reason	Number of cases
Family reason	124
Child's hospitalization/long-term illness	4
Mutual agreement	28
Natural disaster	9
No valid reason	30
Total	195
Range of days beyond 60-day timeline when meeting was held	
1-75 days	

Source. Iowa Information Management System, FFY 2008 (2008-2009).

Results of FFY 2008 (2008-2009) percent of evaluations completed and eligibility determinations made within 60-days are further analyzed at the Area Education Agency (AEA) level. These results are depicted in Figure B11.2.

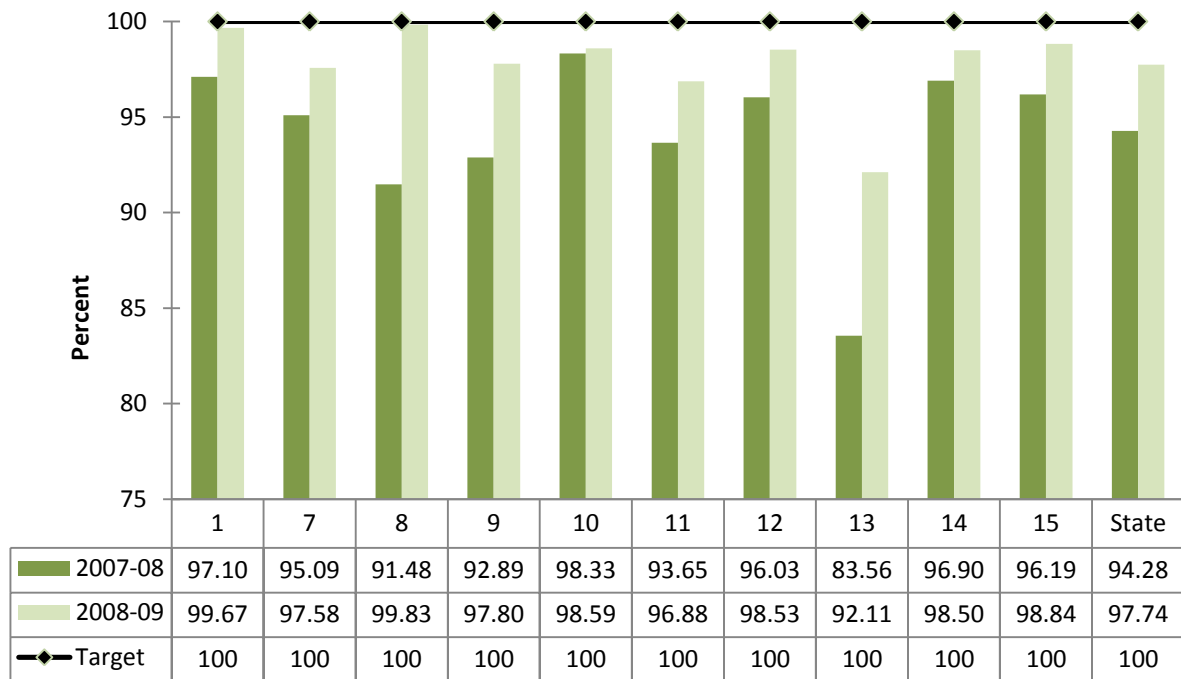


Figure B11.2. Evaluation Timelines met, by AEA and State, Compared to Target (FFY 2008 [2008-2009]). *Source.* Iowa Information Management System, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

The data depicted in Figure B11.2 suggest that 0 of 10 AEAs met the measureable and rigorous target of 100% of evaluations completed and eligibility determined within 60-days for FFY 2008 (2008-2009). Table B11.3 provides raw numbers used in the calculations for Figure B11.2.

Table B11.3
Actual Numbers Used by AEA and State

AEA										
1	7	8	9	10	11	12	13	14	15	State
(A) Number of children for whom parental consent to evaluate was received										
604	1406	575	998	1063	1985	614	494	200	690	8629
(B) Number whose evaluations were completed within 60 days										
602	1372	574	976	1048	1923	605	455	197	682	8434
(C) Number included in A but not in B or C										
2	34	1	22	15	62	9	39	3	8	195
(D) Percent = (B / A) * 100										
99.67	97.58	99.83	97.80	98.59	96.88	98.53	92.11	98.50	98.84	97.74

Source. Iowa Information Management System FFY 2008 (2008-2009).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B11.4.

Table B11.4
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. Survey information gathered by the AEA directors of special education with input from AEA staff, indicated a need for ongoing clarification and assistance to ensure uniformity in understanding data requirements and exclusionary issues.	Improved accuracy of start, stop dates as well as accurate reasons for delay entered in 60-day timeline and data fields.	Staff will receive ongoing clarification and assistance annually through FFY 2010 (2010-2011).
Improve data collection and reporting. Procedures for AEA use of quarterly data reports will be reviewed.	Increased focus on Indicator 11 data. Increased validity and reliability of data. Root cause analysis at AEA level.	Completed for FFY 2008 (2008-2009). A process by which all AEAs could access their own B11 data was developed. Each AEA was encouraged to review their data on a monthly basis; therefore no quarterly data reports were needed.
Provide technical assistance. SEA will require a corrective action plan around Indicator 11 for any AEA remaining out of compliance at the systemic level. This will be facilitated at the June 2009 "Data Days".	Actual data for Indicator B11 will increase to 100%.	Completed for FFY 2008 (2008-2009). The requirement of corrective action plans for noncompliance was conveyed to directors.
Improve data collection and reporting. SEA data team distributed 60-day timeline data to AEAs for validation and verification.	Improved accuracy of meeting dates, referral dates and reasons for delay were entered into 60-day timeline data files.	Completed for FFY 2008 (2008-2009). A process by which all AEAs could access their own B11 data was developed. Each AEA was encouraged to review their data on a monthly basis.
Improve data collection and reporting. SEA data team will develop procedures for the quarterly validation and verification of 60-day evaluation timeline data.	Improved accuracy of meeting dates, referral dates and reasons for delay were entered into 60-day timeline data files.	Completed for FFY 2008 (2008-2009). A process by which all AEAs could access their own B11 data was developed. Each AEA was encouraged to review their data on a monthly basis.
Clarify/examine/develop policies and procedures. AEAs will develop a statewide special education procedures manual clearly stating the 60-day evaluation timeline requirement.	All AEAs will develop procedures for the 60-day evaluation timeline requirement that remain consistent with the federal definition.	All AEAs have adopted the 60-day evaluation timeline that is consistent with the federal definition. The statewide special education procedures manual is finalized.
Provide technical assistance. All special education teachers in Iowa and AEA support staff will be provided information regarding the 60-day evaluation timeline requirement via the Web IEP	Data on 60-day evaluation timelines collected via the Web IEP will be accurate and reliable.	Completed for FFY 2008 (2008-2009). Content is infused in all IEP writing training modules.

Improvement Activity	Measureable Outcomes	Status/Next Steps
DVD.		

Explanation of Progress or Slippage. Iowa did not meet the target of 100% compliance, but showed progress from FFY 2007 (2007-2008) and demonstrated substantial compliance at a level greater than 95%. In FFY 2007 (2007-2008) the percent of SEA evaluations meeting the 60-day timeline requirement was 94.28%, while in FFY 2008 (2008-2009) the actual target data increased to 97.74%.

SEA personnel attribute this improvement to: (a) continued efforts on the part of SEA and AEA staff to emphasize the importance of conducting evaluations within the 60-day timeline, and (b) the implementation of new verification reports to aid AEAs in ensuring that evaluations are conducting within the 60-day timeline.

Per the Part B State Performance Plan (SPP) Questions and Answers (revised 11-23-05) and the OSEP SPP/APR Conference call held on 12/13/2008, SEAs are required to answer the following questions relating to the correction of noncompliance identified with respect to indicator B11.

1. What analysis was conducted to determine where noncompliance was occurring?
 2. Why was noncompliance occurring?
 3. What changes in policies, procedures and practices were determined necessary?
 4. How does the state know that timely correction occurred?
 5. If timely correction did not occur, what enforcement actions were taken by the state?
1. The SEA uses data from the state database tracking special education evaluation and placement data, to determine the extent to which 60-day timelines are being met in the state, and to determine which AEAs are and are not meeting the 60-day timeline. In accordance with OSEP Memorandum 09-02, dated October 17, 2008 regarding correction of noncompliance, written findings of noncompliance for Indicator B11 based on FFY 2008 (2008-2009) data were issued in January 2010. The time between identification of noncompliance and issuance of written notice was longer than the SEA anticipated due to the development of an automated system for notifying AEAs of noncompliance and verifying correction of noncompliance. In future years, issuance of notification will take place no more than 60 days after identification of noncompliance.
 2. In FFY 2008 (2008-2009) the SEA determined that noncompliance was occurring primarily because AEAs were not checking that evaluations were being completed within the 60-day timeline on a regular basis.
 3. As a result of the root cause analyses, the SEA implemented one change in policies and practices, which was to provide AEAs with a set of three verification reports regarding the 60-day timeline that they can run at any time to help them stay current with evaluations that need to be conducted and data that need to be entered. These verification reports highlight missing data, evaluations that have not been conducted, and evaluations that have passed the 60-day timeline.
 4. For FFY 2007 (2007-2008), compliance could not be corrected for 60-day timeline because evaluations had already been conducted and eligibility determined for the students for whom 60-day timelines were exceeded. The SEA knows that all child-specific noncompliance has been corrected because all children who were referred for evaluation received an evaluation – even if after the 60-day timeline – and all eligible individuals received IEPs and services consistent with Iowa Special Education Rules. Only one AEA continues to demonstrate some level of systemic noncompliance with a percentage of evaluations conducted within the timeline falling below 95%. Iowa will know that such noncompliance has been corrected when the indicator measure reaches the target of 100%. The SEA will report on the status of correction of noncompliance for FFY 2008 (2008-2009) in the FFY 2009 (2009-2010) APR due February

1, 2011. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code.

5. Because all findings of noncompliance for FFY 2007 (2007-2008) were corrected as soon as possible but no later than one year from identification, no enforcement actions were taken. If not corrected as soon as possible, but no later than one year from identification, Iowa will require each AEA that remains out of compliance to complete a corrective action plan addressing Indicator 11.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

As this is a compliance indicator, there will be no revisions to the measureable and rigorous target of 100%.

Proposed activities for FFY 2009 (2009-2010) are presented in Table B11.5. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B11.4 will continue in FFY 2009 (2009-2010), and are not listed in Table B11.5).

Table B11.5
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. Ongoing clarification and assistance will be provided to all AEAs to ensure uniformity in understanding data requirements and exclusionary issues.	DE staff persons AEA special education directors	July 1, 2009 – June 30, 2011	Actual data for Indicator B11 will increase to 100%
Provide technical assistance. SEA will require a corrective action plan around Indicator 11 for any AEA remaining out of compliance at the systemic level.	Three SEA Staff	July 1, 2009 – June 30, 2011	Actual data for Indicator B11 will increase to 100%
Clarify/examine/develop policies and procedures. AEAs will develop a statewide special education procedures manual clearly stating the 60-day evaluation timeline requirement.	DE staff persons AEA special education directors and assigned staff	July 1, 2009 – November 1, 2009	Actual data for Indicator B11 will increase to 100%
Improve data collection and reporting. AEA data teams will be asked to access their B11 data regularly to monitor 60-day evaluation timeline data.	One SEA Staff Assigned AEA staff	July 1, 2009 – June 30, 2011	Increased focus on Indicator B11 data. Increased validity and reliability of data.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and the Iowa Department of Education staff.

In the FFY 2007 (2007-2008) Response Letter to Iowa, OSEP's analysis and next steps for Iowa were as follows:

The State reported that noncompliance identified in FFY 2006 with the early childhood transition requirements in 34 CFR §300.124(b) was corrected in a timely manner.

The State must demonstrate, in the FFY 2008 APR due February 1, 2010, that the State is in compliance with the requirements in 34 CFR §300.124(b), including correction of the noncompliance the State reported under this indicator in the FFY 2007 APR. The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.

Hence, in this APR, the SEA will (a) report actual target data for FFY 2008 (2008-2009) demonstrating compliance with 34 CFR §300.124(b), (b) report on the verification of correction of noncompliance identified in FFY 2007 (2007-2008) consistent with OSEP Memorandum 09-02.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Measurable and Rigorous Target:

Indicator 12 (percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2008 (2008-2009):

Table B12.2 summarizes actual target data for FFY 2008 (2008-2009).

Table B12.2
State Totals for Number and Percent of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay

Effective Transition Measure	Number
a. Number of children who have been served in Part C and referred to Part B for eligibility determination.	1063
b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	0
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1014
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	0
e. Number of children referred to Part C less than 90 days before their third birthdays	0
Percent = c divided by (a – b) times 100. Percent = 1014 divided by (1063 – 0) times 100.	
	95.39%
<i>Note: 49 children were included in a but not b or c, of whom none had delay caused by parent refusal to provide consent. Reasons for delay for all 49 children are reported in Table B12.3.</i>	

Source. Iowa Information Management System, FFY 2008 (2008-2009).

Results of data in Table B12.2 indicate the measurable and rigorous target of 100% was not met for FFY 2008 (2008-2009), but that Iowa did meet substantial compliance of 95% or more, with actual target state showing that 95.39% of children referred to Part B and determined eligible had an IEP developed and implemented by their third birthday. Actual target data for FFY 2008 (2008-2009) increased from the FFY 2007 (2007-2008) actual target data of 88.12%.

Figure B12.1 summarizes the state of Iowa trend from FFY 2004 (2004-2005) to FFY 2008 (2008-2009), for percent of children who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

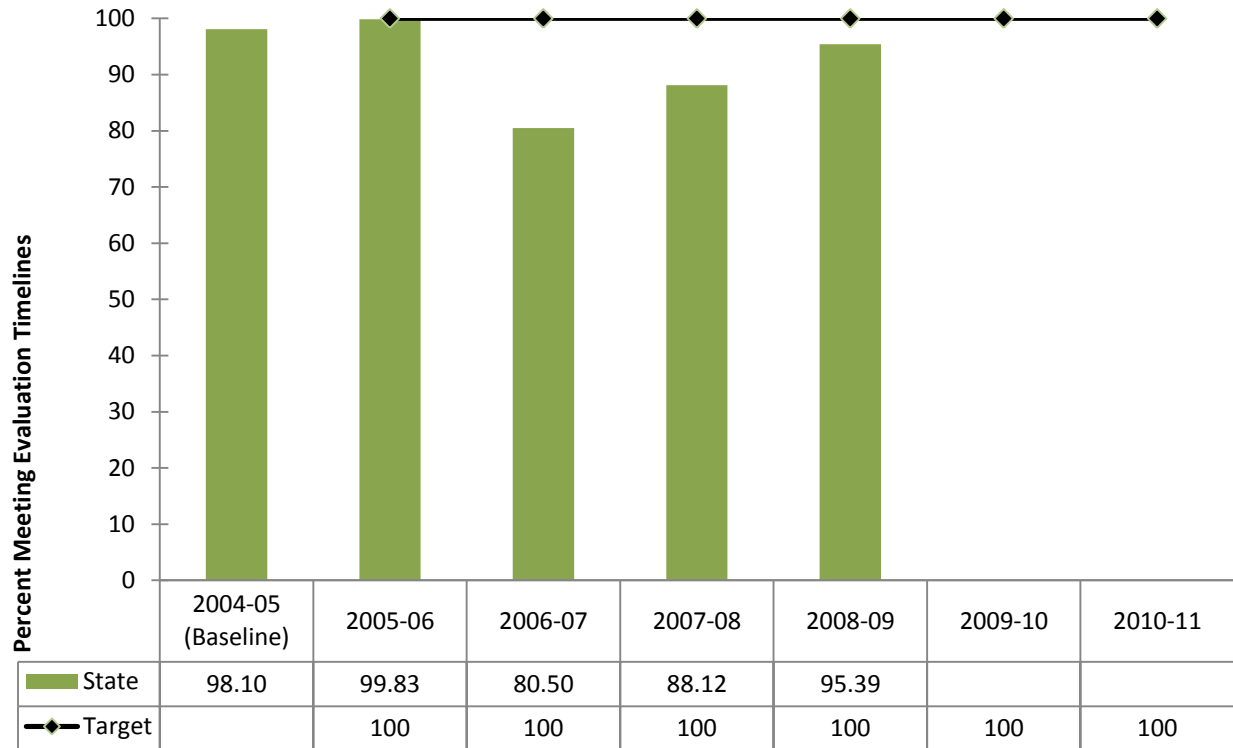


Figure B.12.1. Percent of Eligible Children with IEP Developed and Implemented by Age 3, FFY 2004 (2004-2005) through FFY 2006 (2006-2008). Source: Iowa's Information Management System, FFY 2004 (2004-2005) - FFY 2008 (2008-2009).

Iowa has not met the measurable and rigorous target for any of FFY 2004 (2004-2005), FFY 2005 (2005-2006), FFY 2006 (2006-2008), or FFY 2008 (2008-2009) for Indicator 12.

Indicator 12 has an additional required measurement to: (a) account for children included in "a" but not included in "b", "c", or "d" and (b) indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Table B12.3 summarizes information on number of children included in measure "A" of effective transition, but not in measure "B", "C", or "D", and the range of delays beyond the third birthday.

Table B12.3
Children Included in "A" but not in "B" or "C" and Range of Delays Beyond Third Birthday

Reason	Number of Cases
Family Reason	29
Child's Hospitalization/Long-term Illness	1
Mutual Agreement	3
Moved	3
No Valid Reason	12
Parent Refusal	1
Total	49
Range of days beyond third birthday when eligibility was determined	
3-252 Days	

Source. Iowa Information Management System, FFY 2008 (2008-2009).

Table B12.4 provides information for all measures of effective transition for the State and for each Area Education Agency (AEA) in Iowa for FFY 2008 (2008-2009), while figure B12.2 illustrates trend information by AEA for FFY 2007 (2007-2008) and FFY 2008 (2008-2009).

Table B12.4
 Number of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B, for whom Parent Refusal to Provide Consent Caused Delay, and who were Referred to Part C less than 90 Days before their 3rd Birthdays

AEA and State Totals										
1	7	8	9	10	11	12	13	14	15	State
(A) Served in Part C Referred to Part B										
69	157	79	119	155	237	83	61	17	86	1063
(B) Referred to Part B Not Eligible										
0	0	0	0	0	0	0	0	0	0	0
(C) Eligible with IEP Developed and Implemented by Age 3										
69	156	77	111	135	221	83	61	17	84	1014
(D) Parent Refusal for Consent Caused Delay in Evaluation/Initial Services										
0	0	0	0	0	0	0	0	0	0	0
(E) Number referred to Part C less than 90 days prior to their third birthday										
0	0	0	0	0	0	0	0	0	0	0
Number Included in A but not in B or C										
0	1	2	8	20	16	0	0	0	2	49
(E) Percent = C Divided by (A - B) * 100										
100	99.36	97.47	93.28	87.1	93.25	100	100	100	97.67	95.39

Source: Iowa's Information Management System, FFY 2008 (2008-2009).

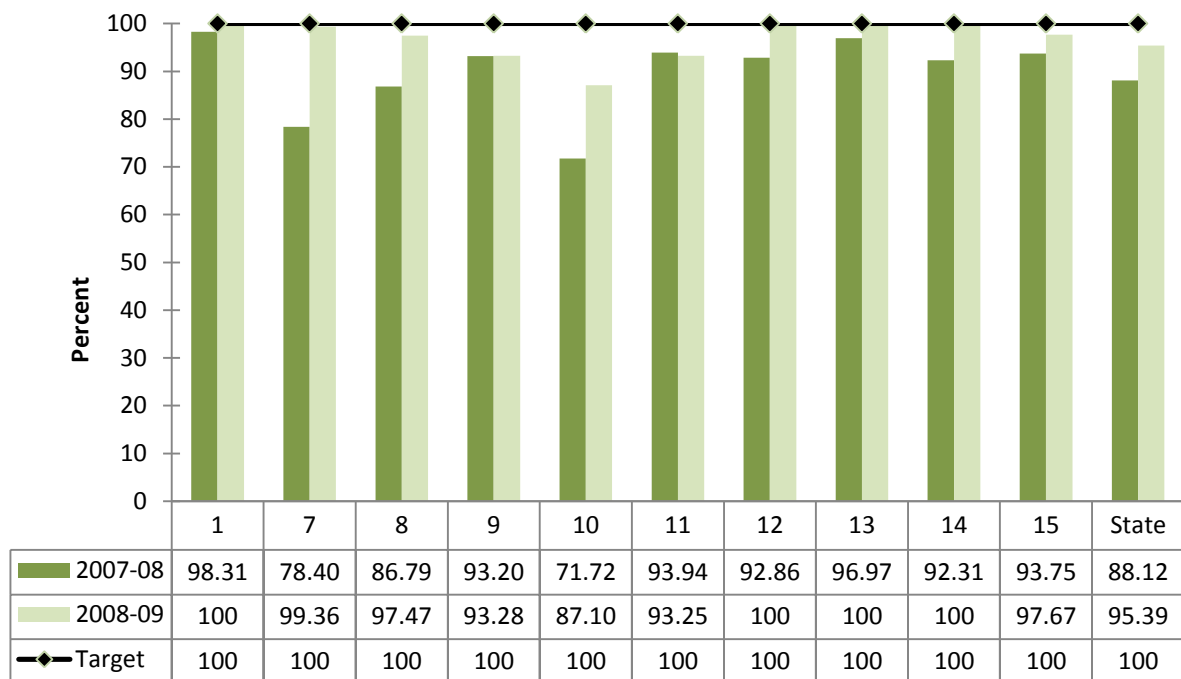


Figure B.12.2. Trend of Percent of Eligible Children with IEP Developed and Implemented by Age 3, by AEA and for the State of Iowa. Source: Iowa's Information Management System, FFY 2007 (2007-2008) - FFY 2008 (2008-2009).

In FFY 2007 (2007-2008), 0 of 10 AEAs met the measurable and rigorous target for Indicator 12. In FFY 2008 (2008-2009), 4 of 10 AEAs met the measurable and rigorous target for Indicator 12.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B12.6.

Table B12.6
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve systems administration and monitoring. SEA will facilitate the development and implementation of the statewide procedures manuals for Parts B and C.	All AEAs will have uniform procedures around transition.	Ongoing through FFY 2010 (2010-2011)
Improve data collection and reporting. Primary progress for improving data collection and accuracy were attributed to the revision and the implementation of systematic procedures of the SEA's Information Management System (IMS). Analysis of data from the SEA's IMS indicated inappropriate exit codes had been assigned when children exited Part C. As a result, the SEA completed revisions to the system data collection procedures including a revision of the exit code definitions. The SEA has requested additional IMS data collection revisions in order to capture the number of days beyond the child's third birthday eligibility determination and IEP development is not implemented, and the reason for the delay. (This is to facilitate electronic versus hand tallying of State data.)	Data for analysis and reporting are reliable and valid.	Ongoing through FFY 2010 (2010-2011)
Improve data collection and reporting. Data were analyzed by regional grantee liaisons and coordinators to identify regional and systemic issues regarding exit codes definitions and program implications.	The SEA determined that additional guidance was needed regarding the selection of certain exit codes. The SEA and AEAs identified a transition workgroup to develop guidance on this topic. Data analysis was used to inform AEA improvement plans.	Completed for FFY 2008 (2008-2009).
Improve data collection and reporting. Data were analyzed by AEA leaders to identify systemic issues regarding meeting transition timelines for evaluation and implementation of an IEP and program implications.	Data analysis was used to inform AEA improvement plans.	Ongoing through FFY 2010 (2010-2011).
Improve data collection and reporting. Changes were made to the Eligibility Data Worksheet in the Web IEP and IMS to reflect the measurement of Indicator 12.	Iowa's data for Indicator 12 reflect the Part B measurement table.	Ongoing through FFY 2010 (2010-2011).
Provide technical assistance. The SEA engaged the services of the North Central Regional Resource Center (RRC) to revise the training content and to assist with the development of statewide training regarding transition procedures.	Web-based training for services coordinators, IFSP and IEP teams was initiated in June 2007. As of December 31, 2007, AEA service coordinators had completed online training.	Refresher training in data entry provided as needed through FFY 2010 (2010-2011).
Provide technical assistance. The SEA provided training to data personnel regarding appropriate use of Part C exit codes	More student records (approximately 99%) are correctly coded with an appropriate Part C exit code prior to data verification.	Ongoing through FFY 2010 (2010-2011).
Provide technical assistance. The SEA provided thorough implementation guidance and training materials on the statewide transition policy and procedures that was adopted by all AEAs.	AEA adoption of unified policies and procedures and subsequent TA provided by the SEA led to greater statewide alignment with IDEA 2004 requirements and more accurate transition data.	Ongoing through FFY 2010 (2010-2011).
Provide technical assistance. SEA implemented statewide training for approved AEA trainers addressing service coordinator roles and responsibilities in the transition process.	Statewide training was implemented for service coordinators.	Ongoing through FFY 2010 (2010-2011).
Improve data collection and reporting. SEA data team began to develop procedures for the quarterly validation and verification of transition data.	Accuracy of IMS exit data was improved prior to verification.	Ongoing through FFY 2010 (2010-2011).
Improve data collection and reporting. SEA data team	Exit codes and delay reasons for children leaving Part C were	Ongoing through FFY 2010 (2010-

Improvement Activity	Measureable Outcomes	Status/Next Steps
distributed transition data to AEAs for validation and verification.	verified.	2011).
Evaluation. SEA collaborated with the RRC to review and analyze web-based training evaluation data.	Evaluation data was used to assess effectiveness of training and plan ongoing support. It was determined that participants receiving the training passed the post-test.	Ongoing through FFY 2010 (2010-2011).
Provide technical assistance. SEA collaborated with transition workgroup to develop targeted exit code guidance.	More accurate selection of exit codes.	Completed for FFY 2008 (2008-2009).
Provide technical assistance. SEA facilitated development and began implementation of parent information and training materials in partnership with the AEA Parent Educator Connection and Early Access regional leadership.	AEAs have materials with which to provide parents to inform them of their rights and of the transition process.	Ongoing through FFY 2010 (2010-2011).
Provide technical assistance. SEA proposed development and implementation of training to analyze and effectively address reasons for delay in evaluation and the development of an IEP by the third birthday.	Technical assistance was provided to data entry personnel and an action plan for further analysis and training was developed.	Ongoing through FFY 2010 (2010-2011).
Improve systems administration and monitoring. SEA monitored related requirements through Iowa's system of general supervision.	SEA identified and corrected noncompliance associated with transition requirements.	Ongoing through FFY 2010 (2010-2011).
Improve systems administration and monitoring. SEA monitored alignment of AEA improvement plans and transition data.	SEA identified necessary TA and targeted TA to specific AEAs. All AEAs reviewed Indicator 12 data. All AEAs developed and implemented action plans related to transition.	Ongoing through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). Iowa showed improvement in this indicator from 88.12% in FFY 2007 (2007-2008) to 95.39% in FFY 2008 (2008-2009). The SEA attributes this progress to (a) continued emphasis by the SEA and AEAs on accurate data collection and reporting practices around Indicator 12, and (b) continued emphasis by the SEA on the importance of timely and effective transition.

Per the Part B State Performance Plan (SPP) Questions and Answers (revised 11-23-05) and the OSEP SPP/APR Conference call held on 12/13/2008, SEAs are required to report for Indicator B12 specifics around noncompliance.

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the state know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the state?

1. The SEA uses data from the state database tracking special education evaluation and placement data, to determine the extent to which timelines regarding transition from Part C to Part B are being met in the state, and to determine which AEAs are and are not meeting the timelines. In accordance with OSEP Memorandum 09-02, dated October 17, regarding correction of noncompliance, written findings of noncompliance for Indicator B12 based on FFY 2008 (2008-2009) data were issued in January 2010. The time between identification of noncompliance and issuance of written notice was longer than the SEA anticipated due to the development of an automated system for notifying AEAs of noncompliance and verifying correction of noncompliance. In future years, issuance of notification will take place no more than 60 days after identification of noncompliance.

2. In FFY 2008 (2008-2009) the SEA determined that noncompliance was occurring because AEAs were unable to effectively and efficiently monitor the data requirements around Indicator 12. The SEA is currently creating verification reports to aid AEAs in this task.
3. As a result of the root cause analyses, the SEA began the development of data verification reports similar to those already offered for Indicator 11 that AEAs can use to help them monitor Indicator 12 requirements. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code.
4. For FFY 2007 (2007-2008) data and findings of noncompliance, compliance could not be corrected for Indicator 12 because the timeline had passed, however, eligibility was determined and IEPs developed and implemented for all students for whom the deadline of the third birthday had passed. All eligible individuals received IEPs and services consistent with Iowa Special Education Rules, therefore child-specific noncompliance has been corrected. Three AEAs continue to demonstrate some level of systemic noncompliance with a percentage of IEPs developed and implemented prior to the third birthday falling below 95%. Iowa will know that such noncompliance has been corrected when the indicator measure reaches the target of 100%. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code. The SEA will report on the status of correction of noncompliance for FFY 2008 (2008-2009) in the FFY 2009 (2009-2010) APR due February 1, 2011.
5. Because all findings of noncompliance for FFY 2007 (2007-2008) were corrected as soon as possible but no later than one year from identification, no enforcement actions were taken. If not corrected as soon as possible, but no later than one year from identification, Iowa will require each AEA that remains out of compliance to complete a corrective action plan addressing Indicator 12.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B12.7. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measurable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B12.6 will continue in FFY 2009 (2009-2010), and are not listed in Table B12.7).

Table B12.7
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. The SEA will develop and make available to AEAs data verification reports for Indicator 12.	1 SEA staff, 1 IMS staff	FFY 2009 (2009-2010)	Indicator 12 compliance will improve; AEAs will be able to self-monitor more effectively throughout the year

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

In the FFY 2007 (2007-2008) Response Table from OSEP, for Indicator 13, OSEP states:

Although the State is not required to report data for this indicator in the FFY 2008 APR, the State must report on the timely correction of the noncompliance reported by the State under this indicator in the FFY 2007 APR. The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

In addition, in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, OSEP clarifies that:

By February 1, 2010, States must submit:

- 1) Baseline data, targets and, as needed, improvement activities for Indicator 7 (using the SPP template). In addition, the State must indicate where, on its Web site, a complete copy of the State's revised SPP is available.
- 2) The State's FFY 2008 Part B APR, which must contain actual target data from FFY 2008 and other responsive APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, and 20.
- 3) Information to address any deficiencies identified in OSEP's letter responding to the States February 2, 2009 SPP/APR.

Therefore, consistent with OSEP's instructions, Iowa is not reporting new data for Indicator B13 for FFY 2008 (2008-2009), but is reporting on the correction of previously identified noncompliance.

Monitoring Priority: Monitoring Priority: FAPE in the LRE

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Figure B13.1 shows that all noncompliance related to Indicator B13 identified in FFY 2007 (2007-2008) was corrected as soon as possible but no later than one year from identification. This reflects 100% correction of 9903 individual findings of noncompliance with 34 CFR §300.320(b).

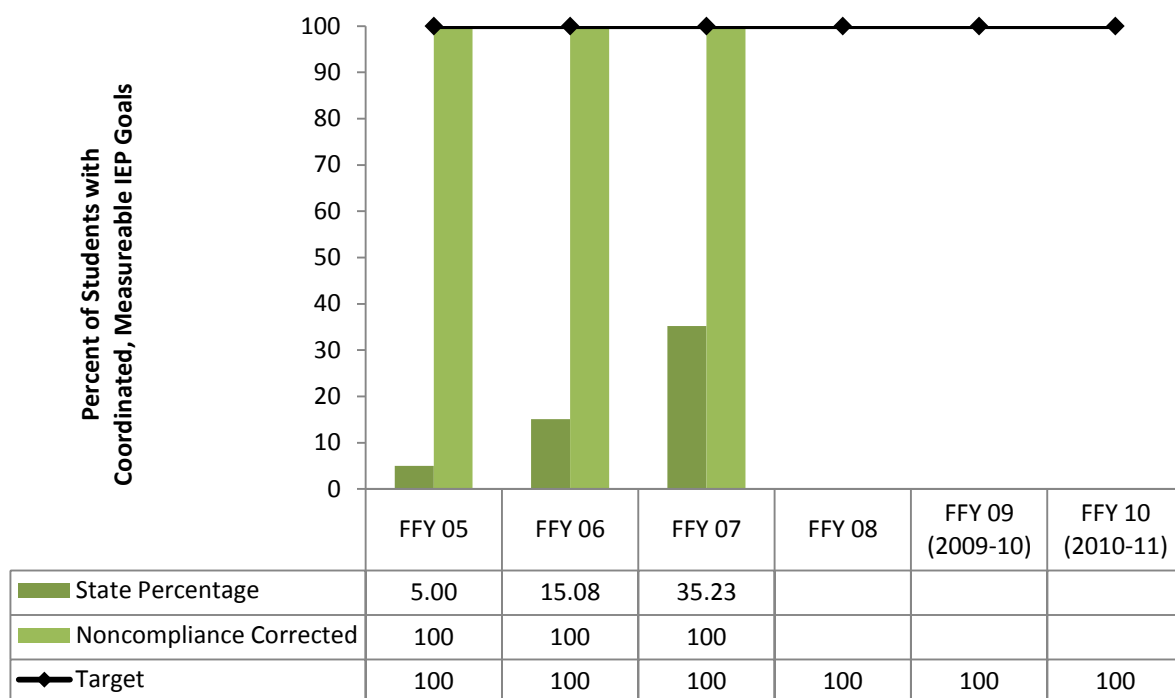


Figure B13.1. Correction of Noncompliance for Indicator B13, FFY 2007 (2007-2008) . Iowa ISTAR System, FFY 2007 (2007-2008).

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2007 (2007-2008):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?

4. How does the state know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the state?

The SEA determined where noncompliance was occurring by sampling IEPs. IEPs were rated for presence or absence on criteria established for each of 6 critical elements relevant to Indicator 13 (Preferences and Interests, Transition Assessments, Post-secondary Expectations, Course of Study, Goals that Support Post-secondary expectations, and Services and Supports). Table B13.1 summarizes original compliance and percent corrected in FFY 2007 (2007-2008) for each critical element.

Table B13.1
FFY 2007 (2007-2008) Percent IEPs Compliant and Corrected Totals

<i>Critical Element:</i>	<i>Percentage of IEPs Compliant FFY 2006</i>	<i>Percentage of IEPs from FFY 2006 Compliant after Correction FFY 2007</i>
Preferences and Interests	95.39	100.00
Transition Assessments	63.39	100.00
Post-secondary Expectations	70.40	100.00
Course of Study	65.28	100.00
Goals that Support PSE	62.83	100.00
Services and Supports	80.72	100.00
All Elements	35.23	100.00

The SEA analyzes data with two stakeholder groups in order to determine reasons for noncompliance and suggest revisions to policies, procedures and practices. Stakeholder groups were generally pleased with improvements in transition assessment and linked progress to SEA resources and AEA/LEA activities. Stakeholder groups engaged in root cause analysis and suggested that while IEP teams are administering transition assessments they may need additional supports around using assessment data to develop course of study, goals, supports, services, and linkages. Stakeholder groups determined that changes in policies and procedures were not necessary. Targeted changes in practices were recommended and are reflected in the improvement activities that will be reported with Indicator 13 for FFY 2009(2009-2010).

To verify that IEPs were in compliance, all IEPs sampled and reviewed were returned to IEP teams for correction of all critical elements rated out-of-compliance for each IEP. AEAs verify and document correction in ISTAR. The state reviews ISTAR records to ensure that IEPs identified as noncompliant in FFY 2007 (2007-2008) were corrected as soon as possible but no later than one year from identification.

When compliance findings are identified through Iowa's general supervision system and not corrected as soon as possible but no later than one year from identification, Iowa requires that enforcement actions be taken. All IEP noncompliance on critical elements is corrected by IEP teams and validated by AEA personnel. Districts refusing to correct IEPs must submit a corrective action plan to the AEA. AEAs notify the SEA when districts refuse to submit corrective action plans, or when the district's corrective action plan is not being implemented. While the SEA may conduct a review of districts based on data, AEA staff are required to verify full implementation of the corrective action plan within one year. Documentation from district and AEA staff provide the SEA with evidence that noncompliance was corrected.

In FFY 2007 (2007-2008), all noncompliance was corrected as soon as possible but no later than one year from identification, and the SEA was not required to implement enforcement activities around Indicator B13. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and

implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010)

Consistent with OSEP's guidance on Indicator 13, states need not report on Indicator 13 for FFY 2008.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Part B State Performance Plan (SPP) was developed by State Education Agency (SEA) staff reviewing (a) indicator measurement, (b) baseline data, (c) proposed targets, and (d) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding components (a) through (d), and comments were compiled.

Stakeholder groups made up of representatives of individuals with disabilities, parents, educators, administrators, private adult care providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set targets, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2007 (2007-2008) Response Letter to Iowa, OSEP stated that Iowa is not required to report on Indicator 14 for FFY 2008 (2008-2009). Iowa was able to incorporate the changes in Indicator 14 outlined in the Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012) prior to collecting FFY 2008 (2008-2009) data, however, and has chosen to report on Indicator 14 for FFY 2008 using the new measurement.⁸ The SEA will report new baseline data and proposed targets using an SPP template.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

<p>Monitoring Priority: Effective General Supervision Part B / Effective Transition</p>
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Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

⁸ It should be noted that calculation of competitive employment followed the changes to the measurement table with one exception: Iowa retained the higher standard of 35 hours per week of employment used in previous submissions of this indicator. We believe this to be in compliance with the measurement as it is more restrictive than the required measurement, rather than less restrictive.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a) (3)(B))

Measurement:

A. Percent enrolled in higher education = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

Overview of Issue/Description of System or Process:

States are allowed to select a sample of IEPs to be reviewed in order to obtain data for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. There are no districts in Iowa with a student population greater than 50,000, so there are no districts that are required to be included in the sample every year. The sampling method used is described in detail in Iowa's SPP for Indicator 14 submitted for FFY 2006 (2006-2007) and outlined here.

District sampling procedures. The sample was drawn from districts in the self-assessment year within Iowa's school improvement cycle in FFY 2008 (2008-2009). These schools are scheduled for a future site visit during FFY 2009 (2009-2010). All districts participate at least one time in every 5-year period, thus all districts are included in the Indicator 14 measurement during the SPP cycle.

To ensure a balanced representation of the State across each year of the 5-Year cycle, the Department of Education hired Dr. Michael Larsen of the Iowa State University Department of

Statistics as an advisor. Dr. Larsen's analysis of district assignments to the school improvement schedule indicated that the overall State representation is balanced across the years. Dr. Larsen also determined that a slight imbalance in representation *within* Area Education Agencies (AEAs) could be remedied by making minor adjustments in districts' assigned years or by weighting the data during analysis to correct for the imbalance. Weighting the results will also allow for a representative sample across Iowa including race / ethnicity and gender. The Department of Education decided to maintain the district assigned schedule and account for imbalances within AEAs by using weighted analysis procedures. State results will also be adjusted using weighting during analysis because there is not a probability mechanism employed in selecting districts for participation using the established school improvement cycle.

Student sampling procedures. Data were collected from two groups of former students: those who had IEPs at the time they exited high school and those who did not have IEPs at the time they exited high school. Sample selection procedures were established so that district data are representative of the districts and can be used for district improvement. Sample size was determined based on a 95% confidence level with a ten percent margin of error. The sample was drawn at the building level to ensure that data are representative of the building in districts with more than one high school. All leavers were included in the sample.

Data were collected via Iowa's System to Achieve Results (ISTAR), the state's web-based monitoring database, and submitted to the SEA, where they were validated. Missing data and outliers were flagged and verified.

Selection bias was avoided to the largest possible extent by drawing a representative sample of participants at a high level of confidence and conducting the analysis only after weighting the data properly.

Sample data for FFY 2008 (2008-2009) were assessed for similarity or difference of the sample to the population of students with disabilities exiting school. Tables B14.1, B14.2 and B14.3 present the representativeness of the sample of IEPs reviewed with respect to age, race/ethnicity and gender, respectively.

Table B14.1
Representativeness of Participants Sampled by Age

Age								
<i>Population Percent</i>								
14	15	16	17	18	19	20	21	TOTAL
0.03	0.13	0.49	3.72	62.47	28.75	3.03	1.39	100
<i>Response Percent</i>								
14	15	16	17	18	19	20	21	TOTAL
0.00	0.00	0.00	3.06	50.00	34.95	5.87	6.12	100
<i>Percent Difference</i>								
14	15	16	17	18	19	20	21	
-0.03	-0.13	-0.49	-0.65	-12.47	6.20	2.83	4.73	

Source. Iowa Information Management System and ISTAR System, FFY 2008 (2008-2009).

Across ages, the percentage of participants ranged from undersampling of 12.47 percent (age 18) to oversampling of 6.20 percent (age 19). The SEA interpreted the data in Table B14.2 to indicate insufficient stratification and representation by age.

Table B14.2
Representativeness of Participants Sampled by Race/Ethnicity

Race/Ethnicity					
<i>Population Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.87	4.67	4.68	0.64	88.14	100
<i>Response Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.26	5.36	7.65	3.32	83.42	100
<i>Percent Difference</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-1.61	0.69	2.97	2.68	-4.73	

Source. Iowa Information Management System and ISTAR System, FFY 2008 (2008-2009).

Across subgroups of race, the percentage of participants sampled ranged from undersampling of 4.73 percent (Caucasian) to oversampling of 2.97 percent (American-Indian). The SEA interpreted the data in Table B14.2 as reasonably supportive of sufficient stratification and representation by race/ethnicity.

Table B14.3
Representativeness of IEPs Sampled by Gender

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
48.86	51.14	100
<i>Response Percent</i>		
Female	Male	TOTAL
36.99	63.01	100
<i>Percent Difference</i>		
-11.87	11.87	

Source. Iowa Information Management System and ISTAR System, FFY 2008 (2008-2009).

Across subgroups of gender, the percentage of IEPs sampled ranged from undersampling of 11.87 percent (female) to oversampling of 11.87 percent (male). The SEA interpreted the data in Table B14.3 to indicate insufficient stratification and representation by gender.

Taken as a whole, Tables B14.1, B14.2, and B14.3 suggest that the sample resulted in data that do not precisely represent the population of interest. The SEA is considering the implementation of stratification procedures in the future to improve the representativeness of the sample.

Baseline Data for FFY 2004 (2004-2005):

Table B14.4 contains the raw numbers of participants surveyed in order to generate the actual target data for FFY 2008 (2008-2009). In conducting the data analysis for Indicator 14 these numbers were weighted according to AEA population, as described in the State Performance Plan submitted in FFY 2006 (2006-2007).

Table B14.4
Response rate by AEA, FFY 2008 (2008-2009)

	1	7	8	9	10	11	12	13	14	15	State
N Responses	23	40	33	49	13	31	113	49	6	37	394
N Targeted	48	67	112	100	21	104	150	169	6	53	830
Response Rate (%)	47.92	59.70	29.46	49.00	61.90	29.81	75.33	28.99	100	69.81	47.47

Source. Iowa's Project EASIER FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Baseline data for FFY 2008 (2008-2009) based on the new measurement for Indicator 14A, the percent enrolled in higher education within one year of leaving high school, are depicted in Figure B14.1. Proposed measurable and rigorous targets through FFY 2010 (2010-2011), are also depicted in Figure B14.1.

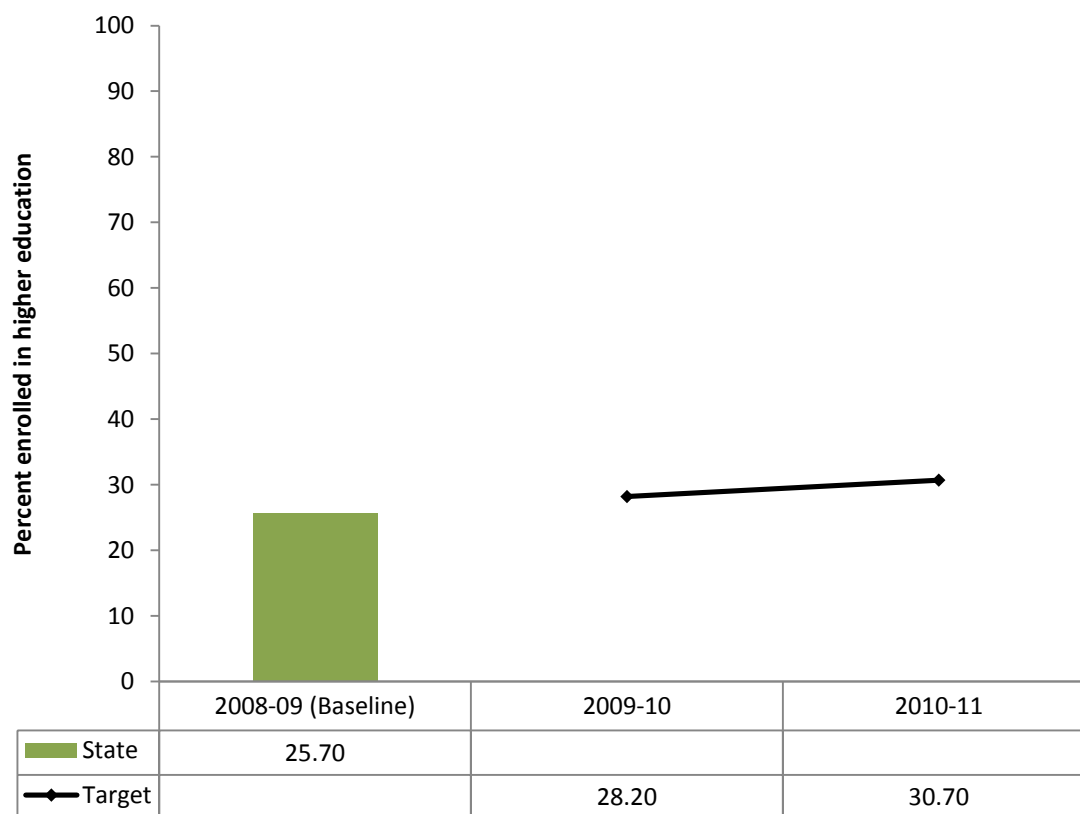


Figure B14.1. Percentage of Youth with IEPs Enrolled in Higher Education Within One Year of Leaving High School. *Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).*

Table B14.2 provides baseline data for FFY 2008 (2008-2009) based on the new measurement for Indicator 14B, the percent enrolled in higher education or competitively employed within one year of leaving high school. Proposed measurable and rigorous targets through FFY 2010 (2010-2011), are also depicted in Figure B14.2.

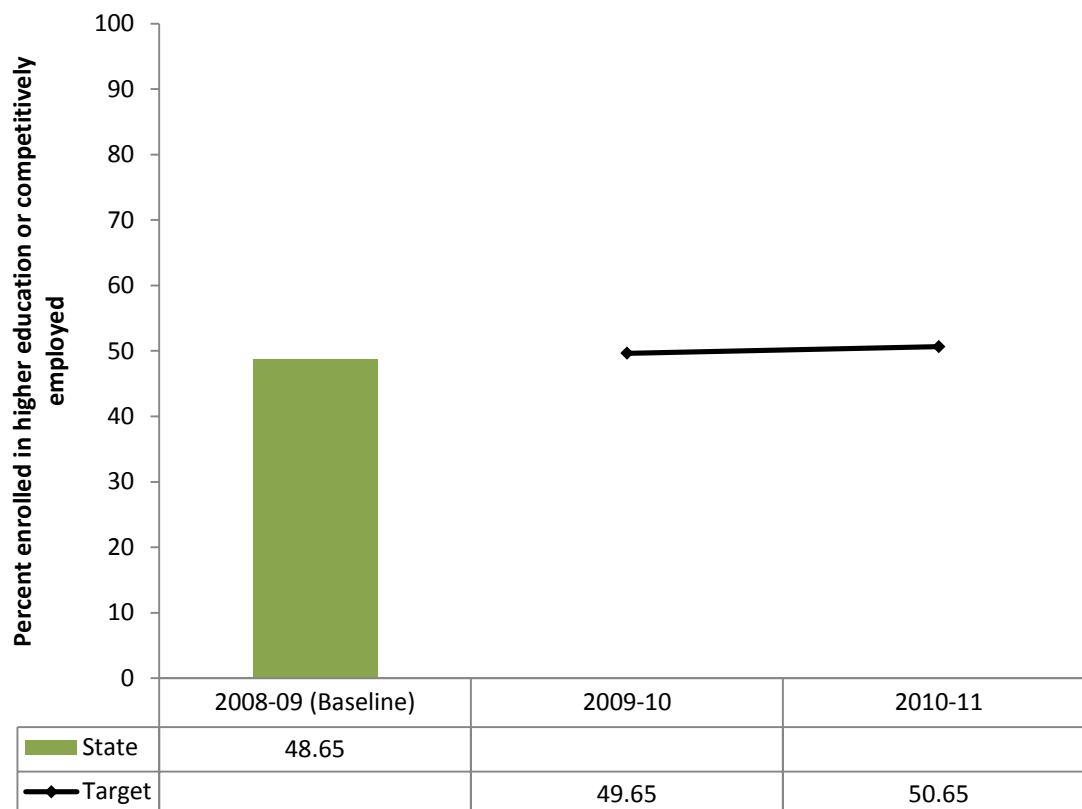


Figure B14.2. Percentage of Youth with IEPs Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School. Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Table B14.3 provides baseline data for FFY 2008 (2008-2009) based on the new measurement for Indicator 14C, the percent enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. Proposed measurable and rigorous targets through FFY 2010 (2010-2011), are also depicted in Figure B14.3.

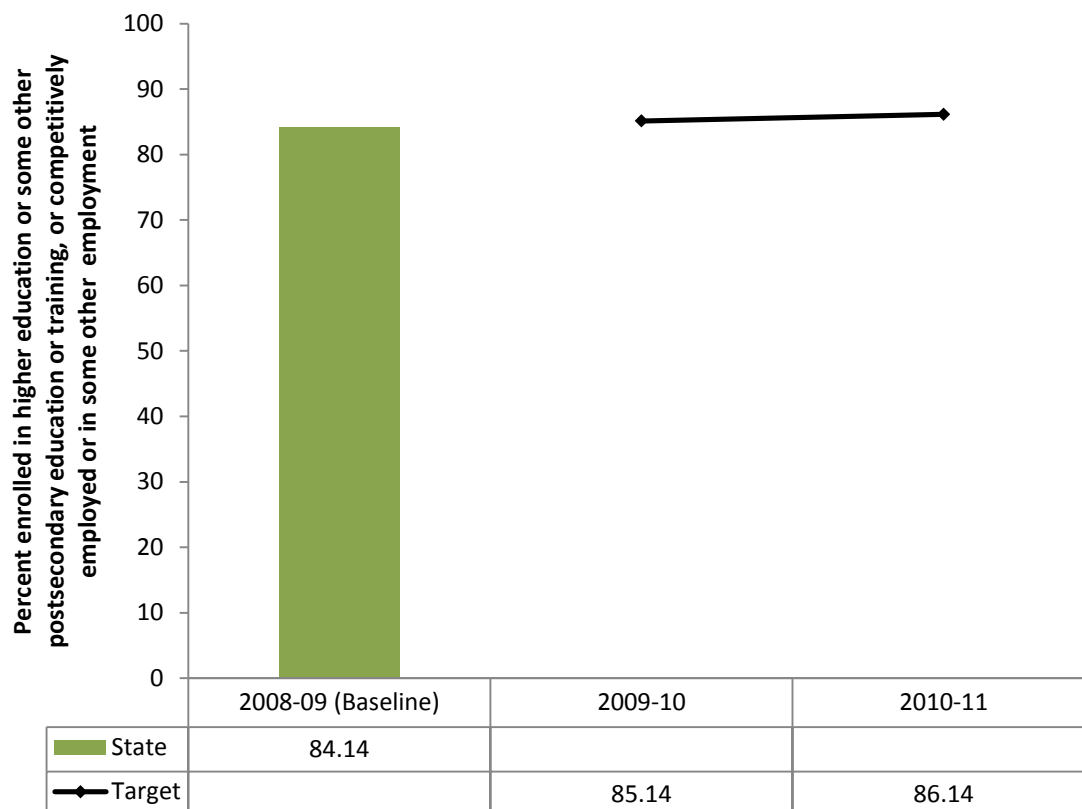


Figure B14.3. Percentage of Youth with IEPs Enrolled in Higher Education or Some Other Postsecondary Education or Training, or Competitively Employed or in Some Other Employment Within One Year of Leaving High School. Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Figure B14.4 presents state and AEA data for FFY 2008 on the percent of students who did and did not have IEPs who were enrolled in higher education within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.

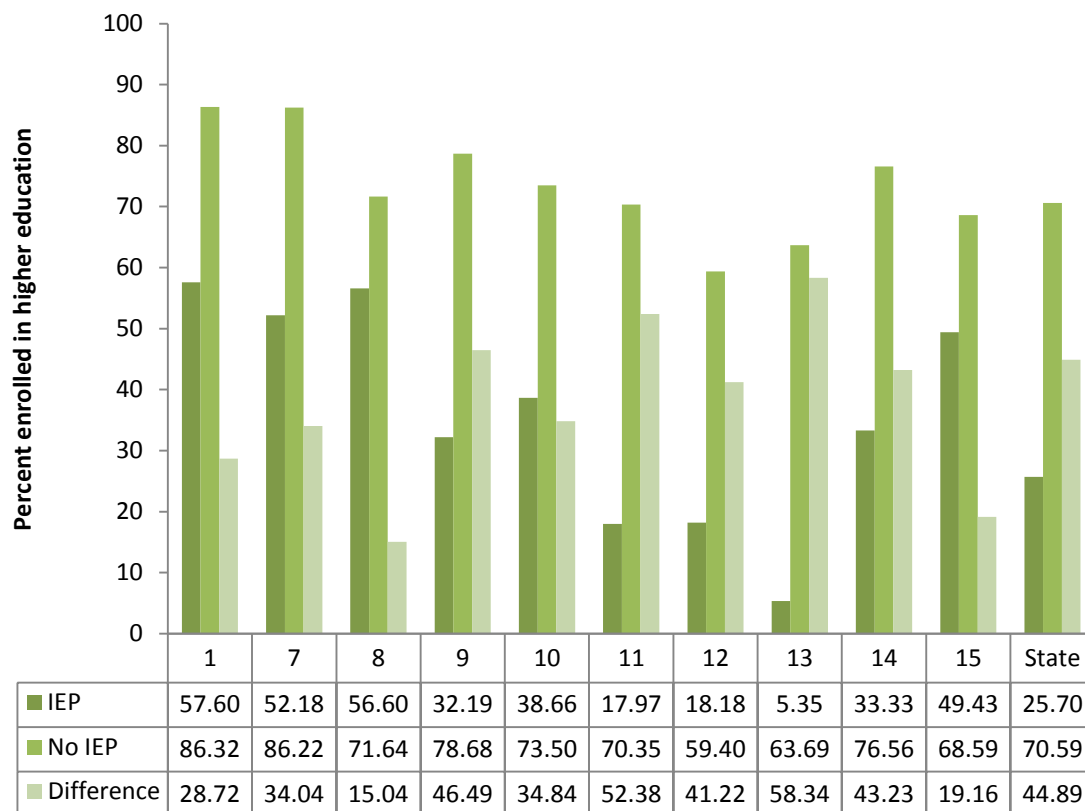


Figure B14.4. Percentage of Youth with and without IEPs Enrolled in Higher Education, State and AEA. Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Figure B14.5 presents state and AEA data for FFY 2008 on the percent of students who did and did not have IEPs who were enrolled in higher education or competitively employed within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.

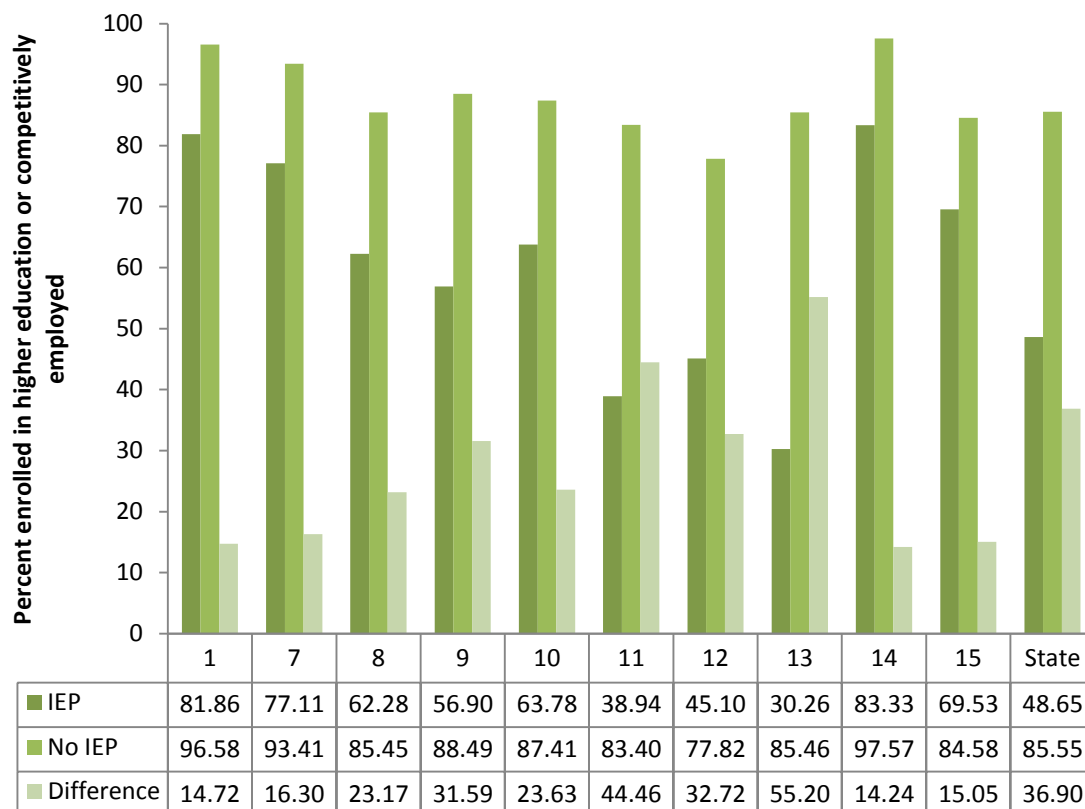


Figure B14.5. Percentage of Youth with and without IEPs Enrolled in Higher Education or Competitively Employed, State and AEA. Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Figure B14.6 presents state and AEA data for FFY 2008 on the percent of students who did and did not have IEPs who were enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.

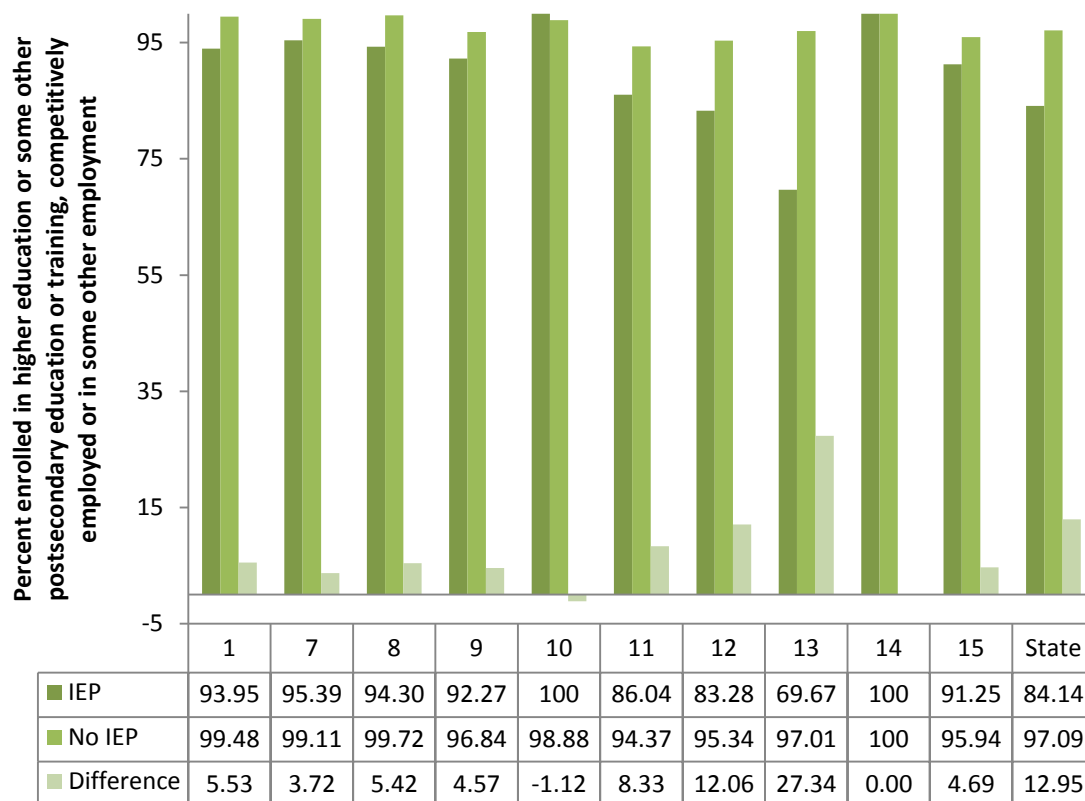


Figure B14.6. Percentage of Youth with and without IEPs Enrolled in Higher Education or Some Other Postsecondary Education or Training, or Competitively Employed or in Some Other Employment, State and AEA.
Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Tables B14.7 and B14.8 present the raw numbers (weighted and unweighted) used in calculating the percentages for students with IEPs presented in Figures B14.1 through B14.6. Tables B14.9 and B14.10 present the raw numbers (weighted and unweighted) used in calculating the percentages for students without IEPs presented in Figures B14.4 through B14.6.

Table B14.7
Weighted Numbers Used in Calculation for Indicator 14 for Students with IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1)	61.36	93.77	186.84	183.37	15.82	63.61	139.97	49.50	6.08	96.49	896.81
Competitively employed (2)	25.85	44.81	18.75	140.80	10.28	74.22	207.23	230.50	9.12	39.22	800.78
Other education (3)	0.00	8.35	75.87	56.30	0.00	8.30	44.53	130.68	0.00	20.12	344.15
Other employment (4)	12.88	24.50	29.84	145.22	14.82	158.44	249.48	233.94	3.04	22.29	894.45
Not engaged	6.44	8.28	18.82	44.02	0.00	49.42	128.72	280.64	0.00	17.07	553.41
Total leavers	106.53	179.71	330.12	569.71	40.92	353.99	769.93	925.26	18.24	195.19	3489.60

Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Table B14.8
Unweighted Numbers Used in Calculation for Indicator 14 for Students with IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1)	14	21	13	17	6	10	24	7	2	15	129
Competitively employed (2)	6	9	5	14	4	10	29	13	3	8	101
Other education (3)	0	2	2	3	0	1	7	6	0	3	24
Other employment (4)	2	6	8	10	3	6	35	11	1	6	88
Not engaged	1	2	5	5	0	4	18	12	0	5	52
Total leavers	23	40	33	49	13	31	113	49	6	37	394

Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Table B14.9
Weighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1)	597.23	913.24	1852.52	1551.63	162.43	1326.29	1366.07	1725.72	86.40	864.19	10445.72
Competitively employed (2)	70.95	76.20	357.20	193.47	30.74	246.09	423.75	589.94	23.72	201.43	2213.49
Other education (3)	0.00	28.23	0.00	50.10	4.94	67.47	66.51	162.18	2.74	74.65	456.82
Other employment (4)	20.07	32.13	368.92	114.42	20.41	139.28	336.34	150.96	0.00	68.41	1250.94
Not engaged	3.61	9.40	7.34	62.36	2.47	106.24	107.25	80.94	0.00	51.18	430.79
Total leavers	691.86	1059.20	2585.98	1971.98	220.99	1885.37	2299.92	2709.74	112.86	1259.86	14797.76

Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Table B14.8
Unweighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1)	109	177	161	155	52	189	238	139	30	146	1396
Competitively employed (2)	10	20	13	22	9	31	60	27	8	29	229
Other education (3)	0	7	0	6	2	7	9	7	1	8	47
Other employment (4)	3	8	10	10	5	17	46	9	0	13	121
Not engaged	1	2	2	7	1	15	15	5	0	11	59
Total leavers	123	214	186	200	69	259	368	187	39	207	1852

Source. Iowa's Project EASIER, FFY 2008 (2008-2009) and B14 Indicator Survey Responses FFY 2008 (2008-2009).

Iowa uses weighted numbers to calculate percentages for Indicator 14. The calculations for Indicators 14A, 14B, and 14C are shown below:

$$14A = (896.81/3489.60)*100 = 25.70$$

$$14B = ((896.81+800.78)/3489.60)*100 = 48.65$$

$$14C = ((896.81+800.78+344.15+894.45)/3489.60)*100 = 84.14$$

Discussion of Baseline Data:

Baseline data for FFY 2008 (2008-2009) indicate that only 25.70% of students with IEPs who left school in the 2007-2008 school year were enrolled in higher education within one year. An additional 22.95% were competitively employed within one year, totaling 48.65% of students with IEPs enrolled in higher education or competitively employed within one year of leaving high school. An additional 35.49% were either enrolled in some other postsecondary education or training program or in some other employment within one year of leaving high school, resulting in a total engagement rate of 84.14%. That leaves 15.86% of students with IEPs unengaged in education or employment within one year of leaving high school by any of the standards measured in Indicator 14.

Further analysis of the data indicated that more students reported taking some type of postsecondary coursework than were included in the 25.70% for Indicator 14A. These individuals were excluded from Indicator 14A because they enrolled in a different category of school (30 respondents), did not complete a term (24 respondents), or attended for a reason other than seeking a degree or certificate. Similarly, more individuals reported working than were included in the 22.95% who were considered competitively employed. Individuals were excluded from the classification of competitive employment because they worked less than 35 hours per week (163 respondents), did not have the job for 90 days (32 respondents), made less than minimum wage (11 respondents), or did not work in an inclusive setting (12 respondents).

Improvement Activities/Timelines/Resources:

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the previous SPP, several improvement activities were implemented to impact meeting the targets for this indicator.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B14.11.

Table B14.11
Improvement Activities Completed for FFY 2008 (2008-2009)

Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. The SEA conducted analyses of survey data to ensure representativeness of all leavers	Samples were drawn to ensure representativeness of all leavers. Representativeness of responders is described in text of Indicator B14.	Ongoing through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA identified and implemented strategies to increase response rate.	Provided incentive funds for districts with 80% response rate. Provided districts with mechanism to monitor	Ongoing as needed through FFY 2010 (2010-

Activity	Measureable Outcomes	Status / Next Steps
	their response rates during data collection. This year the districts had a mechanism to monitor their response rates but did not receive incentive pay for each completed survey nor incentive funds for reaching 80% response rate.	2011)
Improve data collection and reporting. The SEA identified and implemented strategies to increase participation of students who exit from grades 9 – 11 within the general data collection process.	Inclusion in FY07 was sufficient. No other activities necessary for FY08.	Ongoing as needed through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA gathered, reported, and analyzed Indicator B13 and B14 data with collaborative partners.	Presentations with IVRS, Governor's DD Council, SEAP, Postsecondary Providers, Parents and other stakeholders were completed. Iowa Vocational Rehabilitation Services began using the system for 11 projects across the state.	Ongoing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA will further analyze data of students who are not competitively employed or attending postsecondary to identify what they are doing, who they are, and needed supports.	Due to Dr. Pat Sitlington's unexpected death, the analysis was not completed. A new contractor has been established to complete analysis and interpretation.	Ongoing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA will further analyze postsecondary data to identify characteristics of attenders and nonattenders, postsecondary success and needed supports.	Due to Dr. Pat Sitlington's unexpected death, the analysis was not completed. A new contractor has been established to complete analysis and interpretation	Ongoing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA will further analyze employment data to determine quality of employment and needed supports.	Due to Dr. Pat Sitlington's unexpected death, the analysis was not completed. A new contractor has been established to complete analysis and interpretation.	Ongoing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA used actual target data to determine areas in which policies and practice changes are needed.	The SEA has a process for identifying needs and allocating resources.	Ongoing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA developed tools to increase AEA and LEA access to and use of data.	Deep analysis of data completed with four AEAs. Computer reporting mechanism for district and AEA review of data completed.	Ongoing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided technical assistance derived from data analyses to partnering agencies and stakeholder groups.	Indicator data will improve.	Ongoing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA developed tools and provided technical assistance to AEAs, LEAs, families, students, and Disability Support Services Providers to increase access to accommodations at the postsecondary level.	The percentage of students completing at least one term at a postsecondary institution will increase.	Ongoing through FFY 2010 (2010-2011)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Targets have been revised due to the change in measurement for Indicator 14 found in the OSEP Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 2/29/2012). Targets for the remainder of the SPP were set with input from stakeholder groups.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not applicable
2006 (2006-2007)	Not applicable
2007 (2007-2008)	Not applicable
2008 (2008-2009)	Not applicable
2009 (2009-2010)	<p>B14A: 28.20 percent of leavers will be enrolled in higher education</p> <p>B14B: 49.65 percent of leavers will be enrolled in higher education or competitively employed</p> <p>B14C: 85.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment</p>
2010 (2010-2011)	<p>B14A: 30.70 percent of leavers will be enrolled in higher education</p> <p>B14B: 50.65 percent of leavers will be enrolled in higher education or competitively employed</p> <p>B14C: 86.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment</p>

Improvement activities proposed for FFY 2009 (2009-2010) are summarized in Table B14.9. Activities listed as ongoing in Table B14.11 are not listed again in Table B14.12.

Table B14.12
Improvement Activities Proposed for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
<p>Improve data collection and reporting.</p> <p>The SEA will review the senior exit and one year follow-up surveys to account for student participation in community college and other college level courses while in high school. Revise as needed.</p>	1 SEA staff Stakeholder work group	July 1, 2009 – June 30, 2010	The SEA will have more complete and accurate data on college coursework.

One-Year Follow-Up Survey Instrument

1-Year Follow-Up Survey
FFY 2008 (2008-2009)

Q #	Text	Q Type	Response Criteria
Welcome:	Thank you for taking this survey. If you took the Senior Exit Survey last year before leaving school, you may remember that the Iowa State Department of Education is seeking information to improve students' transition to life after high school. All responses have been and will be kept completely confidential. No names will ever be used in our results.	Read Only	
1	We are interested in how well you think your high school prepared you for your life after graduation.	Text/HTML	
1a	How well do you think your high school experience has prepared you to decide what you want to do after high school?	4 Point Scale w/NA	
1b	How well do you think your high school experience has informed you about possible careers and job opportunities?	4 Point Scale w/NA	
1c	How well do you think your high school experience has prepared you to find and keep a job?	4 Point Scale w/NA	
1d	How well do you think your high school experience has prepared you for further education?	4 Point Scale w/NA	
1e	How well do you think your high school experience has prepared you for living on your own?	4 Point Scale w/NA	
1f	How well do you think your high school experience has prepared you to manage your personal finances?	4 Point Scale w/NA	
1g	How well do you think your high school experience has provided you with specific job or occupational skills?	4 Point Scale w/NA	
2	Did you graduate from high school with a diploma or have you completed a GED?	Multiple Choice/Single Selection	<div>High school diploma</div> <div>GED</div> <div>Did not receive high school diploma or GED</div> <div>Do not know</div>

3a	Did you need any community or government assistance for further education, jobs, or living arrangements after you left high school?	Yes/No	
3b	What type of services did you need? (Check all that apply.)	Check Box List	<div>Finding a job</div> <div>Getting job training</div> <div>Financial aide for further education</div> <div>Other support for further education</div> <div>Making living arrangements</div> <div>Special assistance for independent living</div> <div>Other</div>
3c	Did you get the help or services that you needed?	Multiple Choice/Single Selection	<div>Yes, for all areas of need</div> <div>Yes, for some areas of need</div> <div>No</div>
3d	Which reason best describes why you did not get the help?	Multiple Choice/Single Selection	<div>Services were not helpful</div> <div>Did not apply for services</div> <div>Did not qualify for services</div> <div>Do not know</div> <div>Other</div>
3e	Who helped you find those services?	Multiple Choice/Single Selection	<div>I found it on my own</div> <div>Family member</div> <div>Friend</div> <div>High school teacher or other high school staff (such as guidance counselor, school social worker)</div> <div>Agency staff</div> <div>Other</div>
4a	Do you currently need community or government assistance for further education, jobs, or living arrangements?	Yes/No	
4b	What type of services do you need? (Check all that apply)	Check Box List	<div>Finding a job</div> <div>Getting job training</div> <div>Financial aide for further education</div> <div>Other support for further education</div> <div>Making living arrangements</div> <div>Special assistance for independent living</div>
5	We are interested in your work history next. Since leaving high school, have you been employed in any paid job?	Yes/No	

5a	Why have you not worked since leaving high school?	Multiple Choice/Single Selection	Unable to find work
			Disabled
			In a mental health program
			Incarcerated (jail)
			Full-time homemaker/parent
			Student
			In job training
			Difficulties with transportation
			Other
5b	Since leaving high school, have you been employed for at least a 3 month period in the past 12 months?	Yes/No w/Comment	
5c	I'm going to ask you questions about the job that you were employed in for at least 3 months in the past 12 months. During that time did you make minimum wage, more than minimum wage, or less than minimum wage?	Multiple Choice/Single Selection	Less than minimum wage
			Minimum wage
			More than minimum wage
5d	On average, how many hours per week did you work at that job?	Multiple Choice/Single Selection	1 - 9 hours
			Over 9 but less than 20 hours
			At least 20 but less than 35 hours
			35 or more hours
6	At that job, how many of the other workers had or have disabilities?	Multiple Choice/Single Selection	None of them
			One or two of them
			Most of them
			Don't know
6a	As part of that job did or do you get paid vacation <u>and/or</u> sick leave ?	Yes/No	
6b	As part of that job did or do you get health insurance ?	Yes/No	
6c	As part of that job did or do you get retirement benefits ?	Yes/No	
6d	Which one of the following categories best describes the type of work you did or do at that job?	Multiple Choice/Single Selection	Assembly or production
			Agriculture, Natural Resources
			Clerical or office work
			Construction
			Family and personal services, such as day care
			Health care
			Maintenance
			Military
			Recreation Fitness, Summer Recreation, Camps, Health Club
			Restaurant or food service

			Retail sales
			Other
7	Are you currently working outside the home for pay?	Yes/No	
7a	Did we just talk about that job? (NOTE: If the survey has not yet asked questions about a specific job, say "no" to this question.)	Yes/No	
8	At your current job, do you make minimum wage, more than minimum, or less than minimum wage?	Multiple Choice/Single Selection	Less than minimum wage
			Minimum wage
			More than minimum wage
8a	On average how many hours per week do you work at your current job?	Multiple Choice/Single Selection	1 - 9 hours
			Over 9 but less than 20 hours
			At least 20 but less than 35 hours
			35 or more hours
8b	At your current job, how many of the other workers had or have disabilities?	Multiple Choice/Single Selection	None of them
			One or two of them
			Most of them
			Don't know
8c	As part of your current job do you get paid vacation <u>and/or</u> sick leave ?	Yes/No	
8d	As part of your current job do you get health insurance ?	Yes/No	
8e	As part of your current job do you get retirement benefits ?	Yes/No	
8f	Which one of the following categories best describes the type of work you do at your current job?	Multiple Choice/Single Selection	Assembly or production
			Agriculture, Natural Resources
			Clerical or office work
			Construction
			Family and personal services, such as day care
			Health care
			Maintenance
			Military
			Recreation Fitness, Summer Recreation, Camps, Health Club
			Restaurant or food service
			Retail sales
			Other
10	Why are you not currently working?	Multiple Choice/Single Selection	Unable to find work
			Disabled
			In a mental health program
			Incarcerated (jail)
			Full-time homemaker/parent

			Student
			In job training
			Difficulties with transportation
			Other
11a	Tell me about the last job that you had. Were you making less than minimum wage, minimum wage, or more than minimum wage?	Multiple Choice/Single Selection	Less than minimum wage
			Minimum wage
			More than minimum wage
11b	On average, how many hours per week did you work at that job?	Multiple Choice/Single Selection	1 - 9 hours
			Over 9 but less than 20 hours
			At least 20 but less than 35 hours
			35 or more hours
11c	At your past job, how many of the other workers had disabilities?	Multiple Choice/Single Selection	None of them
			One or two of them
			Don't know
12	How well do you get along with your boss(es)?	Multiple Choice/Single Selection	Always have problems
			Often have problems
			Sometimes have problems
			Usually get along
			Always get along
13	How well do you get along with your co-workers?	Multiple Choice/Single Selection	Always have problems
			Often have problems
			Sometimes have problems
			Usually get along
			Always get along
14	Would you consider any of the work you've had since leaving high school to meet your long term work goal?	Yes/No w/Comment	
15	What are you planning to do to pursue your long-term employment goal?	Multiple Choice/Single Selection	Look for another job
			Pursue education or training
			Work your way up to a higher position
			No long term employment goal
			Don't know
16a	Do you plan to attend school sometime in the future?	Yes/No	
16b	What is the highest level of education that you would like to obtain?	Multiple Choice/Single Selection	High school diploma, GED
			License, certificate, or diploma from a technical, business or trade school
			Associate's degree/Bachelor's degree
			Associate's degree/Bachelor's degree
			Graduate degree (Master's, PhD, MD, etc.)

			No preference, Don't know
16c	Have you taken classes of any kind since you left high school?	Yes/No	
17	What type of school did you attend this past year?	Multiple Choice/Single Selection	Public 4-year college or university Private 4-year college or university Public 2 year or community college Private 2 year college (e.g. private business or trade school) Other type of adult or community education
18a	Did you attend this school part-time or full-time?	Multiple Choice/Single Selection	Part-time Full-time
18b	Did you complete at least one term at this school since leaving high school?	Yes/No w/Comment	
18c	Which one reason below best describes your objective in going to school?	Multiple Choice/Single Selection	Degree or taking courses that can be used towards a degree (e.g., AA, BS, MS, Ed.D) Training Program Certificate (e.g., firefighters, teacher assistant) Military course work Work apprenticeship program Adult literacy program GED Coursework--not degree oriented--in an area of interest or hobby (e.g., language, photography, landscaping)
19	Which one of the following areas best describes your primary area of study or training?	Multiple Choice/Single Selection	Agriculture, Natural Resources Arts and Communications Business, Computers, Marketing Education Engineering, Architecture, Industrial Technology Family and Personal Services Health Occupations Law, Government, Public Service Hospitality or Tourism Other Undecided / Don't Know
20	Item intentionally missing		
21	During the last few weeks, how have you spent most of your time when you weren't working or going to school? (Check all that apply.)	Check Box List	Visiting with family members Visiting with friends Talking with friends on the

			telephone
			Watching television or videos
			Listening to music
			Exercise, participate in sports or other athletic activity
			Other
22	During the past year, have you done any volunteer or community service activities? This could include community service that is part of a church or other group.	Yes/No	
23	Do you have a driver's license?	Yes/No	
24	Do you usually have money that you can decide how to spend?	Yes/No	
25	Do you have your own checking account?	Yes/No	
26	Do you have a savings account?	Yes/No	
27	Do you have a credit card or charge account in your own name?	Yes/No	
28	Do you earn enough to support yourself without financial help from your family or government benefit programs?	Yes/No	
29	Do you have medical insurance?	Yes/No	
30	During most of the past year, where did you live?	Multiple Choice/Single Selection	In your own apartment/home
			With your family
			In student housing (such as a dormitory or residence hall)
			In an apartment or group residence that provides special assistance
			In military housing/barracks
			In another arrangement
31	During most of the past year, did you live in Iowa?	Yes/No	
32a	How happy are you with your life as a young adult? Would you say you are generally Unhappy or generally happy?	Multiple Choice/Single Selection	Generally Unhappy
			Generally happy
32b	Item intentionally missing		
32c	Why aren't you happy? Would you say it's due to . . .	Check Box List	Problems with work
			Problems with family
			Problems with friends
			Loneliness
			Problems with money
			Problems with health
			Boredom, not enough to do
			Other

Dropout Survey Instrument

Dropout Survey
FFY 2008 (2008-2009)

Q #	Text	Q Type	Response Criteria
Welcome:	Thank you for taking this survey. The results are designed to help the State Department of Education improve students' transition to life after high school. Your responses will be kept completely confidential.	Read Only	
1	Have you participated in any of the following types of school activities during the past 2 years?	Text/HTML	
1a	School clubs, such as debate, student government, or environmental clubs?	Yes/No/NA	
1b	Athletic activities, such as varsity sports, intramurals, or cheerleading?	Yes/No/NA	
1c	Performing groups, such as band, choir, dance, or drill team?	Yes/No/NA	
1d	School drama activities, including acting, working on sets, lighting, costumes or publicity?	Yes/No/NA	
1e	Have you participated in any other school-sponsored extra-curricular activities during the past 2 years?	Yes/No/NA	
2	During high school have you ever participated in any career-oriented events such as interest inventories, career or job fairs, or college recruitment events?	Yes/No/NA	
3	During the past year, have you talked with a guidance counselor or another adult at your school about your plans for the future?	Yes/No/NA	
4	During the past year, have you done any volunteer or community service activities? This could include community service that is part of a school class or other group.	Yes/No/NA	

5	The next set of questions ask about how well you think your high school has prepared you for your life after high school. Please indicate one response for each item.	Text/HTML	
5a	How well do you think your high school experience has prepared you to decide what you want to do after high school?	4 Point Scale w/NA	
5b	How well do you think your high school experience has informed you about possible careers and job opportunities?	4 Point Scale w/NA	
5c	How well do you think your high school experience has prepared you to find and keep a job?	4 Point Scale w/NA	
5d	How well do you think your high school experience has prepared you for further education?	4 Point Scale w/NA	
5e	How well do you think your high school experience has prepared you for living on your own?	4 Point Scale w/NA	
5f	How well do you think your high school experience has prepared you to manage your personal finances?	4 Point Scale w/NA	
5g	How well do you think your high school experience has provided you with specific job or occupational skills?	4 Point Scale w/NA	
6	By the time you graduate will you have taken at least:	Text/HTML	
6a	1 year of Algebra, or equivalent	Yes/No/NA	
6b	4 years of English?	Yes/No/NA	
6c	3 years of science?	Yes/No/NA	
6d	3 years of social studies?	Yes/No/NA	
6e	3 years of math? (may or may not include 1 year of Algebra)	Yes/No/NA	
7a	During high school, did you take courses to help prepare you for employment after high school?	Yes/No/NA	
7b	In what areas were the classes you took? (Check all that apply.)	Check Box List	

8a	Do you think you will need any community or government assistance for further education, jobs, or living arrangements?	Yes/No/NA	
8b	What type of services? (Check all that apply.)	Check Box List	<div>Finding a job</div> <div>Getting job training</div> <div>Financial aid for further education</div> <div>Other support for further education</div> <div>Making living arrangements</div> <div>Special assistance to live independently</div> <div>Other</div>
9a	In the past 2 years, have you taken part in any school-sponsored work activities, like a work experience job, an internship, or a school-based business?	Yes/No/NA	
9b	Did you get school credit for any of that work?	Yes/No	
9c	Did you get paid for that work?	Yes/No	
10a	Do you currently have a job? (A paying job, not including work around the house.)	Yes/No/NA	
10b	Have you had a paying job in the past 2 years?	Yes/No/NA	
11	How long have you been working at this job?	Multiple Choice / Single Selection	<div>Less than 6 months (since December 2008)</div> <div>6 months to one year (since May 2008)</div> <div>More than 1 year (before May 2008)</div>
11a	How much do you currently make relative to the minimum wage of \$7.25/hr?	Multiple Choice/ Single Selection	<div>Less than minimum wage</div> <div>Minimum wage</div> <div>More than minimum wage</div>
12	Did you find this job on your own or did you have some help, either from someone you know, your school, or a job-related program?	Multiple Choice / Single Selection	<div>Found job on my own.</div> <div>Help from someone I know</div> <div>Help from school or job-related program</div>

13	Which one of the following categories best describes the type of work you do at this job?	Drop Down	Assembly or production, such as mechanic
			Agriculture, Natural Resources
			Clerical or office work
			Construction
			Family and personal services, such as cosmetology, day care or housekeeping
			Health care
			Maintenance, recycling
			Recreation Fitness, Summer Recreation, Camps, Health Club
			Restaurant or food service
			Retail sales, such as grocery or clothing
			Other
14	Do you have a driver's license?	Yes/No/NA	
15	Do you usually have money that you can decide how to spend?	Yes/No/NA	
16	Do you have your own checking account?	Yes/No/NA	
17	Do you have a savings account?	Yes/No/NA	
18	Do you have a credit card or charge account in your name?	Yes/No/NA	
19	What is the highest level of education that you would like to obtain?	Multiple Choice/Single Selection	High school diploma
			License, certificate or diploma from a technical, business or trade school
			Associate's degree
			Bachelor's degree
			Graduate degree (MA, MS, PhD, MD, EdD)
			Don't know
20a	What are your educational plans for this fall?	Multiple Choice/Single Selection	

20b	Which one of the following will be your <i>primary</i> area of study or training?	Multiple Choice/Single Selection	Agriculture, Natural Resources
			Arts and Communications
			Business, Computers, Marketing
			Education
			Engineering, Architecture, Industrial Technology, Auto Mechanics
			Family and Personal Services (hair design, athletic trainer)
			Health Occupations
			Law, Government, Public Service
			Hospitality or Tourism
			Other
		Undecided (Don't know)	
21	What are your work plans for this fall?	Multiple Choice/Single Selection	Work part-time
			Work full time
			In the Military
			No work plans this fall
			Full time homemaker
22	What state do you plan to live in this fall?	Multiple Choice/Single Selection	In Iowa
			Not in Iowa
23	What will be your living arrangement this fall?	Multiple Choice/Single Selection	Live in student housing (dormitory, residence hall)
			Live in/rent apartment, house
			Live with family
			Live in an apartment or group residence that provides assistance
			Live in some other arrangement
			Military Housing
23b	Describe your living arrangements for next fall:		Text Box Large
24	Will you receive your high school diploma in the spring or summer of 2009?		Yes/No/Don't Know

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. AEA and District noncompliance data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Statewide Area Education Agency (AEA) Monitoring Workgroup, and the Iowa Department of Education staff.

In the FFY 2007 (2007-2008) Response Letter from OSEP, OSEP's Analysis and Next Steps for Iowa were:

OSEP appreciates the State's efforts in timely correcting noncompliance reported by the State under this indicator in the FFY 2006 APR in accordance with 20 U.S.C. 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600(e).

In reporting on correction of noncompliance, the State must report that it has: (1) corrected all instances of noncompliance (including noncompliance identified through the State's monitoring system, through the State's data system and by the Department); and (2) verified that each LEA with identified noncompliance is correctly implementing the specific regulatory requirements, consistent with OSEP Memo 09-02.

In addition, in responding to Indicators 11, 12, and 13 in the FFY 2008 APR due February 1, 2010, the State must report on correction of the noncompliance described in this table under those indicators.

In reporting on Indicator 15 in the FFY 2008 APR, the State must use the Indicator 15 Worksheet.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

[Iowa's Accountability Workbook is available at:](#)

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

<p>Monitoring Priority: Effective General Supervision Part B / General Supervision</p>

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

Measurable and Rigorous Target:

The provision of effective general supervision and the identification and correction of noncompliance as soon as possible but in no case later than one year from identification is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.

Actual Target Data for FFY 2008 (2008-2009):

Data reported below are generated from Iowa's Information Management System for Special Education (IMS), Iowa's Monitoring Database, on-site visits, and Iowa's due process database. Data have been verified and determined valid and reliable for noncompliance identified in FFY 2007 (2007-2008) and corrected in FFY 2008 (2008-2009).

Identification and correction of district noncompliance was monitored by AEAs and the SEA. During FFY 2007 (2007-2008), each district identified for a site visit in the subsequent school year used a statewide self-assessment tool to conduct IEP file reviews on a random sample using a 95% confidence level with a 10% margin of error. Districts engaging in a site visit during FFY 2007 (2007-2008) were also reviewed for noncompliance. Iowa also generates a report of noncompliance from compliance data collected in Iowa's Information Management System (IMS) annually. Table B15.1 reports the total number of findings of noncompliance identified during FFY 2007 (2007-2008) through site visits, self-assessment, desk audits, data reports, and due process proceedings and corrected within one year of identification.

Table B15.1
State Total Findings of Noncompliance in
FFY 2008 (2008-2009) and Percent Corrected Within One Year

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	82	2768	2768
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	15	15
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	79	1326	1326
6. Percent of preschool children aged 3 through 5 – early childhood placement.				
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or	56	248	248

Part B APR FFY 2008 (2008-2009)

IOWA

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
and results for children with disabilities.	Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	373	373
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	120	120
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	77	9903	9903
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			14753	14753
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100

Source. FFY 2008 (2008-2009): SEA Monitoring Database, Site Visit Reports, Desk Audits, Due Process Database.

As summarized in Table B15.1, there were 14753 findings of noncompliance identified statewide through onsite visits, self-assessments, desk audits, data reports, and due process procedures. Of the 14753 total findings, 100 percent were corrected no later than one year from identification. Correction of these findings was verified by the SEA.

For FFY 2004 (2004-2005) through FFY 2008 (2008-2009), the percentage of findings identified and corrected no later than one year from identification is summarized in Figure B15.1.

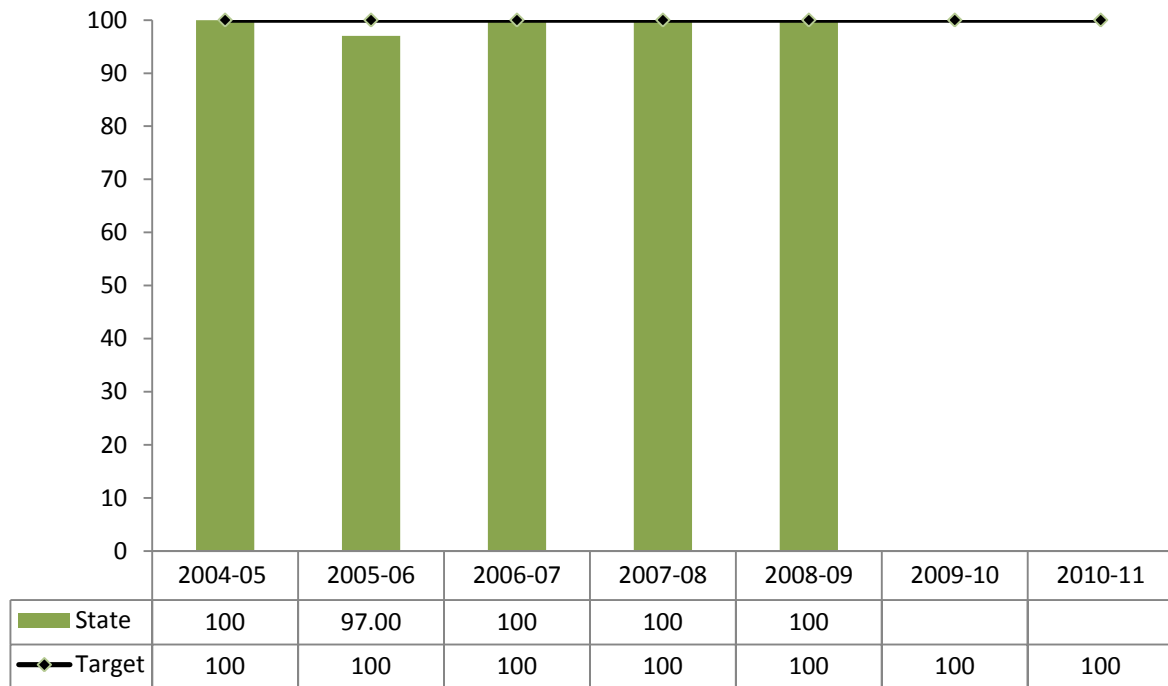


Figure B15.1. State Percent of Identified Noncompliance Corrected No Later than One Year from Identification.

Source: SEA Monitoring Database, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).

Iowa met the measurable and rigorous target for Indicator 15 for FFY 2008 (2008-2009), with 100% of findings corrected and correction verified no later than one year from identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2008):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B15.2.

Table B15.2
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA revised sampling plans to represent 95% a confidence level with 10% margin of error	Samples drawn for compliance reviews can be generalized at the State, AEA and district levels with higher levels of confidence.	Completed for FFY 2008 (2008-2009)
Improve data collection and reporting. The SEA, through the use of a contractor, developed a web based data system to monitor data collection, generate reports, and track correction of noncompliance.	Valid and reliable data collected and reported at the AEA and District levels for indicators: Parent Involvement (B8), Effective Transition Part B (B13), General Supervision Monitoring (B15), Family Centered Services (C4) and General Supervision Monitoring (C9). AEAs and Districts receive reports identifying noncompliance and a list of students with noncompliance that must be corrected. Districts and AEAs track and record corrections of individual student noncompliance and write and track activities for Corrective Action Plan (CAP).	Completed for FFY 2008 (2008-2009)
Clarify/examine/develop policies and procedures. SEA staff engaged stakeholders in the process of reviewing and revising procedures and practices for general supervision.	Several specific items will be altered in the self-assessment process. Sampling methodology is discussed and revised to include related services only IEPs.	Completed for FFY 2008 (2008-2009)
Provide technical assistance. The SEA and contractor provided training to AEA consultants on the operation of the I-STAR system.	AEA staff is trained on the operation of the I-STAR system to ensure the timely correction of noncompliance.	Completed for FFY 2008 (2008-2009)
Provide technical assistance. The SEA provided training to AEA consultants and LEA staff on reports generated by the I-STAR system.	AEA and LEA staff effectively utilizes the reports generated through the I-STAR system to timely address noncompliance issues.	Completed for FFY 2008 (2008-2009)
Provide technical assistance. The SEA	School accreditation	Completed for FFY 2008

Improvement Activity	Measureable Outcomes	Status/Next Steps
further integrated compliance reviews from I-STAR into the school improvement compliance review process	and special education monitoring processes are integrated activities and are formative in nature so that systems change can be addressed and monitored for effect. All components of a District's education process are addressed in the District's Comprehensive School Improvement Plan (CSIP).	(2008-2009)
Clarify/examine/develop policies and procedures. The SEA analyzed current corrective action plans submitted by districts to improve the quality of corrective action plans.	There will be corrective action plans with evidence of root-cause analysis and observable actions designed to effect positive trends in data on indicator for which corrective action plan was submitted.	Completed for FFY 2008 (2008-2009)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows.

Iowa met the measurable and rigorous state target for percent of noncompliance corrected within one year of identification, with actual target data reported for FFY 2008 (2008-2009) being 100%. SEA personnel attribute maintenance on Indicator 15 to: (a) consistent attention to compliance with the IDEA by AEAs and LEAs, (b) consistent implementation of an automated, standardized system for data collection and monitoring the correction of noncompliance and (c) continued efforts on the part of the SEA to emphasize the importance of compliance.

Per OSEP requirements set forth in the December 13, 2008 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2006 (2006-2008):

1. What analysis was conducted to determine where noncompliance was occurring?
 2. Why was noncompliance occurring?
 3. What changes in policies, procedures and practices were determined necessary?
 4. How does the state know that timely correction occurred?
 5. If timely correction did not occur, what enforcement actions were taken by the state?
1. Iowa analyzed data from all components of the general supervision system, including on-site visits, self-assessments, desk audits, data reports, and dispute resolution. Data are collected from AEAs and Districts through on site visits and self-assessments on a five-year monitoring cycle. Each year 40% of Districts, 40% of AEAs, and 20% of separate facilities participate in some form of monitoring activity, and over a five year cycle 100% of programs in the state are monitored through an on-site visit and self-assessment. In FFY 2007 (2007-2008), a total of 77 programs were monitored through the state monitoring cycle, and all programs were monitored through the state data system. Compliance data related to indicators 9, 11, and 12 are collected in the states Information Management System (IMS) and used to issue findings of noncompliance annually.

2. The SEA determined that noncompliance was occurring because of inconsistent practices in the implementation of AEA procedures with regard to IEP development. The 10 AEAs began work on developing standardized policies and procedures to eliminate the inconsistent practices. This work will continue into the next fiscal year. The SEA determined that better alignment of procedures across all AEAs would contribute to more consistent, compliant IEP development. The SEA also determined that improved programming of the Web IEP system would contribute to more accurate and compliant IEP development. SEA Consultants also developed technical assistance on the DE website. *Iowa's Guidance for Quality IEPs* is designed to help special education practitioners lead teams as they develop IEPs that will positively direct the education of all the students in Iowa with special education needs. Contents include both regulatory and best practice information about various topics surrounding the development of effective quality IEPs that are compliant with IDEA
3. In FFY 2007 (2007-2008) the SEA determined that review and standardization of all AEA policies and practice were necessary to reduce noncompliance. The SEA verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code. This was accomplished through written notification of noncompliance and LEA development of corrective action steps to address all areas of noncompliance, with correction occurring within one year of notification of noncompliance and verification by the AEA.
4. In FFY 2007 (2007-2008) the SEA monitored all programs and identified 14753 findings of noncompliance. Of the 14753 findings identified in FFY 2007 (2007-2008), 14753, or 100%, were corrected as soon as possible but no later than one year from identification. Correction of district noncompliance was verified by AEAs, after which confirmation was sent to the SEA and the district. Correction of AEA noncompliance was verified by the SEA. The SEA knows when noncompliance has been corrected because SEA staff are able to track correction through either the state's monitoring database (ISTAR), special education data collection system (IMS), or due process database.
5. When compliance findings are identified through Iowa's general supervision system and not corrected as soon as possible but no later than one year from identification, Iowa requires that enforcement actions be taken. All individual student noncompliance is corrected by teachers and validated by two AEA personnel and the AEA director of special education. Systemic noncompliance is identified by evaluating district compliance levels with respect to thresholds for systemic noncompliance. The threshold for systemic noncompliance is 95.00% except in some areas of postsecondary transition where it is set at 75.00%. Districts below the threshold are required to write a corrective action plan. AEA staff verify full implementation of the corrective action plan within one year. Documentation from district and AEA staff provide the SEA with evidence that noncompliance was corrected. In FFY 2007 (2007-2008), 100% of individual noncompliance was corrected as soon as possible but no later than one year from identification. LEAs that do not correct to 100% within one year are required to write a corrective action plan regardless of the level of noncompliance (systemic or nonsystemic), and the AEA and/or SEA engages in monitoring of implementation of the plan. The SEA also verified that in each program for which noncompliance was identified for FFY 2007 (2007-2008), the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide

procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Proposed activities for FFY 2009 (2009-2010) are summarized in Table B15.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measurable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B15.2 will continue in FFY 2009 (2009-2010), and are not listed in Table B15.3).

Table B15.3
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Compliance items within I-STAR will be updated as needed based on any new OSEP requirements.	1 SEA consultant	July 1, 2009-June 30, 2010	SEA will adapt web-based file review tool to collect data as needed to fulfill any new OSEP requirements.
Provide technical assistance. The SEA and AEA stakeholder group will provide training to LEAs on I-STAR updates related to OSEP requirements.	1 SEA consultant and stakeholder group	July 1, 2009-June 30, 2010	LEAs will understand I-STAR changes to ensure accurate data collection.
Improve data collection and reporting. I-STAR file reviews will be conducted two years prior to LEA School Improvement site visits to focus on maintenance of compliance after correction.	1 SEA consultant and stakeholder group	July 1, 2009-June 30, 2010	The special education component of School Improvement site visits will look at continued procedural compliance after correction of noncompliance identified through I-STAR.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

Consistent with comments in the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 16, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2008), and changes to improvement activities to be reported on for FFY 2009 (2009-2009).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010, but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports⁹ issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances¹⁰ with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from data included in 618 Table 7.

Measurement:

Percent = [(1.1(b) + 1.1(c)) divided by (1.1)] times 100.

Percent = Number of complaints with reports issued within timelines + number of complaints with reports issued within extended timelines divided by number of complaints with reports issued times 100.

Measurable and Rigorous Target:

Indicator 16 (percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.

⁹ OSEP used the language, "reports issued that were resolved" to mean that "A written decision was provided by the SEA to the complainant and public agency regarding alleged violations of a requirement of Part B of IDEA." (618 Table 7 Instructions)

¹⁰ OSEP requires each state to define "exceptional circumstances" in its procedures. Iowa included these examples:

- (1) The unavailability of necessary parties or information may hinder the investigation;
- (2) Either the agency or the complainant submits additional data that changes the course of the investigation; or
- (3) The complainant submits large volumes of additional information on a later date making it impossible to review and stay within the timeline.

Actual Target Data for FFY 2008 (2008-2009):

In calculating B16, Iowa used the *Calculated Indicator Values for Annual Performance Reporting* from CADRE. The worksheet for Indicators B16-B19 is attached at the conclusion of each of Indicators B16-B19 following OSEP Table 7.

Figure B16.1 shows the State Education Agency's (SEA) baseline and annual performance through FFY 2008 (2008-2009), and the target for the percent of signed written complaints with reports within the required timeline for complaints received between July 1, 2008, and June 30, 2009.

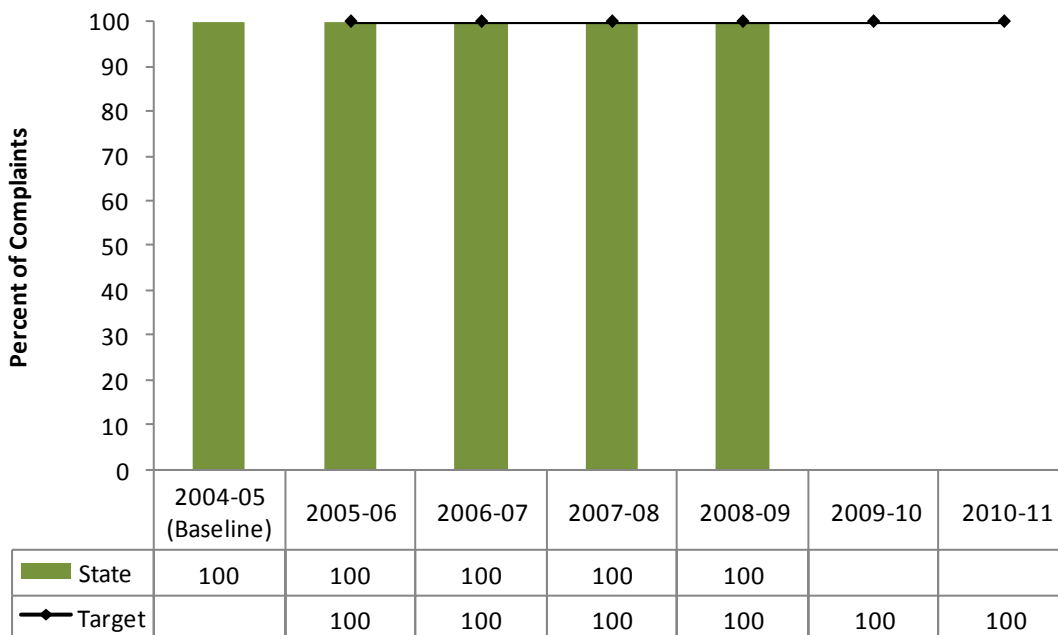


Figure B16.1. Percent of Iowa Complaints That Met Timelines for FFY 2004 – FFY 2008. Source. Iowa Department of Education Complaint Data Reports, FFY 2004 (2004-2005) - FFY 2008 (2008-2009).

As shown in Figure B16.1, the State target was met for FFY 2008 (2008-2009). Results of data indicated the SEA maintained the OSEP target of 100% from baseline through the fourth year's target.

Table B16.1 shows the number of complaint occurrences and timelines of SEA data for FFY 2008 (2008-2009). Data for Indicator 16 are reflected in Section A of 618 Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B16.1
Formal Complaints and Timelines for FFY 2008 (2008-2009)

Due Process Description	Total Number
(1) Complaints Filed	9
(1.1) Complaints Investigated With Reports Issued	2
(a) Reports With Findings of Noncompliance (1)	
(b) Reports Within Timeline of 60 Calendar Days (2)	
(c) Reports Within Allowed Extended Timelines (0)	
(1.2) Complaints Pending	2
(a) Complaint Pending a Due Process Hearing (0)	
(1.3) Complaints Withdrawn or Dismissed	5
Measurement = $((1.1b + 1.1c)/1.1) \times 100 = [(2+0)/2] \times 100$	100%

Source. Iowa Department of Education, Bureau of Student and Family Support Services, Bureau Data: Complaints FFY 2008 (2008-2009).

Of the nine complaints filed, two complaints were investigated. Five complaints were resolved using these processes: two were resolved informally between the parent and LEA/AEA, one complainant dismissed the complaint and switched to a mediation (i.e., preappeal in Iowa), and two dismissed the complaint after holding IEP meetings. Two complaints were pending as of August 29, 2009 (60 days after the end of the reporting period).

The SEA has met the requirements of Indicator B16 for FFY 2008 (2008-2009), with 100% of signed written complaints with reports issued being resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.

Description of Corrective Actions Taken by the SEA:

Because the performance reflected in the Actual Target Data for FFY 2007 (2007-2008) is at 100%, the SEA did not implement corrective actions for Indicator 16. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B16.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator, and activities listed under other

indicators may have had a preventative effect on this indicator, but were not listed with Indicator B16 because the activity did not specifically address measurement for this indicator.

Improvement Activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B16.2.

Table B16.2
Improvement Activities Completed for FFY 2008 (2008-2009)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA changed the data collection system to an in-house designed Dispute Resolution Data Base.	Accessing the data is more efficient.	Completed for FFY 2008 (2008-2009)
Improve data collection and reporting. The SEA maintains a data system and has procedures to document and track complaints filed including monitoring of timelines and results.	Data for analysis and reporting are reliable and valid.	Ongoing for FFY 2009 (2009-2010) and continuing annually through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA gathered, reported, and analyzed data to determine the results and effectiveness of the complaint procedures.	The SEA maintained a highly effective complaint resolution process.	Ongoing for FFY 2009 (2009-2010) and continuing annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows.

The actual target data obtained for FFY 2008 (2008-2009) reflected that Iowa met the state target of 100% for percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint in FFY 2008 (2008-2009). There is no explanation of progress or slippage for FFY 2008 (2008-2009), because there was no progress or slippage from FFY 2007 (2007-2008).

In addition to the effect of improvement activities listed in Table B16.2, the SEA attributes maintenance in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2009 (2009-2009) are discussed in Table B16.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011). (Note: Activities listed as ongoing in Table B16.2 will continue in FFY 2009 (2009-2010), and are not listed in Table B16.3).

Table B16.3
Proposed Activities for FFY 2009 (2009-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. The SEA will revise parts of the complaint procedures that have been unique to Iowa.	3 SEA staff	July 1, 2009 – June 30, 2010	Revision may eliminate the appearance of a conflict of interest.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

The SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010, but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

[Iowa's Accountability Workbook is available at:](#)

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer¹¹ at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from Section C of 618 Table 7.

Measurement:

Percent = [(3.2(a) + 3.2(b)) divided by (3.2)] times 100.

Percent = Number of hearing decisions within timeline + decisions within extended timeline divided by hearings held times 100.

Measurable and Rigorous Target:

For Indicator 17 (percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer¹ at the request of either party), the provision of due process hearings is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% of adjudicated due process hearing requests were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

Actual Target Data for FFY 2008 (2008-2009):

In calculating B17, Iowa used the *Calculated Indicator Values for Annual Performance Reporting* from CADRE. The worksheet for Indicators B16-B19 is attached at the conclusion of each of Indicators B16-B19 following OSEP Table 7.

Figure B17.1 shows the State Education Agency's (SEA) baseline and actual target data for each FFY through FFY 2008 (2008-2009), and the measurable and rigorous target for each FFY as reported in the SPP. The result from the *Calculated Indicator Values for Annual Performance Reporting* from CADRE is No Hearings Held, and Figure B17.1 reflects this.

¹¹ In Iowa, an administrative law judge (ALJ), instead of a "hearing officer," is the person responsible for conducting a due process hearing.

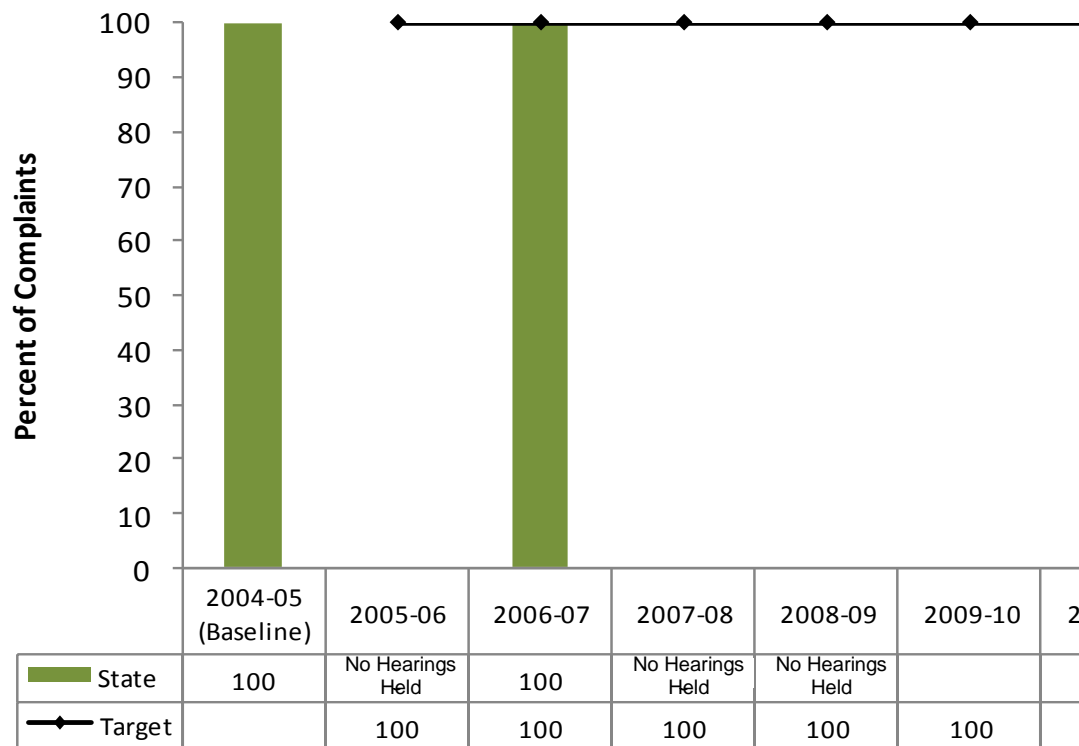


Figure B17.1. Percent of Iowa Fully Adjudicated Due Process Hearings That Met Timelines for Baseline and First and Second Years' Target from FFY 2004 (2004-2005) through FFY 2008 (2008-2009). *Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2008 (2008-2009).*

As depicted in Figure B17.1, actual target data for Indicator 17 for FFY 2008 (2008-2009) reflect that Iowa had no hearings held in FFY 2008 (2008-2009); hence, no measurement is reported.

Table B17.1 reports the number of due process hearing requests and timelines for baseline and annual performance for each FFY through FFY 2008 (2008-2009). Data for Indicator 17 are reflected in Section C of 618 Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B17.1
Three-year Trend of Requests for Hearings, Decisions Within Timelines, and Decisions with Timeline Extended,
FFY 2006 (2006-2007) through FFY 2008 (2008-2009)

Due Process Description	Number Reported (2006-2007)	Number Reported (2007-2008)	Number Reported (2008-2009)
(3) Hearing Requests	4	6	16
(3.2) Hearings Held	1	0	0
(a) Decision Within Timeline	0	N/A	N/A
(b) Decision With Timeline Extended	1	N/A	N/A
Measurement= (3.2(a) + 3.2(b)) divided by (3.2) times 100.	((0+1)/1)*100 100%	((NA+NA)/0)*100 No Hearings Held	((NA+NA)/0)*100 No Hearings Held

Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2008 (2008-2009).

As depicted in Table B17.1, actual target data for FFY 2008 (2008-2009) reflect that the SEA had 16 hearing requests. No hearings were held between July 1, 2008, and June 30, 2009, for the requests received during that designated timeframe, either within the 45 day timeline or an extended timeline. Additional data in Table 7 of the OSEP report reflect that there were eight hearing requests resolved without a hearing as of the end of the reporting period.

Description of Corrective Actions Taken by the SEA:

The SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

Because the performance reflected in the Actual Target Data for FFY 2008 (2008-2009) is "No Hearings Held," the SEA did not implement corrective actions for Indicator 17. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B17.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator, and activities listed under other

indicators may have had a preventative effect on this indicator, but were not listed with Indicator B17 because the activity did not specifically address measurement for this indicator.

Improvement Activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B17.2.

Table B17.2
Improvement Activities Completed for FFY 2008 (2008-2009)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA maintained a data system and had procedures to document and track due process hearings filed including monitoring of timelines and results.	Data for analysis and reporting are reliable and valid.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Evaluation. The SEA tracked the outcome of all hearing requests to determine the content of disputes and examined the hearing decision to determine whether a corrective action plan was required.	There were no hearings held in FFY 2008 (2008-2009) hence the SEA did not examine decisions to determine whether a corrective action plan was required.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA analyzed data by region and type of hearing request to determine if the SEA had systemic IDEA 2004 implementation concerns.	The analysis of data indicated there were no systemic concerns from any region.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA reviewed the State's due process procedures to ensure timelines were met and the stages involved in filing due process requests were comprehensive in meeting participant needs.	The SEA revised the procedures for due process hearings at various stages of the hearing request process based upon the information gathered from the parties involved.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Provide Technical assistance. The SEA provided quarterly in-services to all mediators and administrative law judges on State policies and procedures.	Administrative law judges and mediators were trained in how to implement State policy and procedures.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Provide Technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance.	Administrative law judges had up-to-date knowledge on case law.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Provide Technical assistance. The SEA requested all administrative law judges write a summary of all hearing decisions to be included in the School Leader Update with a website link to the complete decision.	In years in which there are hearings, school leaders receive updated findings that could influence school wide decisions and target needed in-service training at the district level. In FFY 2008 (2008-2009), because no hearings were held, updates to school leaders were not written.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Evaluation. The SEA reviewed the due process hearing data to determine noncompliance and the SEA used this data to fulfill its obligation of monitoring as required in Indicator 15.	There were no hearings in FFY 2008 (2008-2009) and findings do not need to be accounted for in B15. However, the general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA changed the data collection system to an in-house designed Dispute Resolution Data Base.	Accessing the data is more efficient.	Completed for FFY 2008 (2008-2009)
Provide technical assistance. The SEA legal consultant sent a <i>Weekly Update</i> e-mail of relevant court cases, OSEP policy letters, and other information considered pertinent for ALJs (and copied to administrative bureau staff).	ALJs will stay current of legal issues that could impact them in their capacity as administrative law judges.	Ongoing for FFY 2009 (2009-2010) and annually through FFY 2010 (2010-2011)
Provide technical assistance. The ALJs received training about conducting hearings and writing decisions from Judge Eisenhower, Iowa Court of Appeals.	The ALJs may receive information to help them be more efficient and effective while conducting hearings and may be able to improve on writing decisions.	This was completed. Other trainings will be offered to help ALJs meet legal standards for conducting hearings and writing decisions.

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows. Iowa's performance on the measurable and rigorous target for FFY 2008 (2008-2009) of 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party was "No Hearings Held."

Because Iowa has either met the measurable and rigorous target or had no hearings held since the inception of the SPP, there is no explanation of progress nor of slippage, because there was no observed progress or slippage.

In addition to the effect of improvement activities listed in Table B17.2, the SEA attributes maintenance in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B17.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B17.2 will continue in FFY 2009 (2009-2010), and are not listed in Table B17.3).

Table B17.3
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. After the due process complaint (hearing) guidelines are revised, SEA staff will revisit implications for website, <i>School Leader Update</i> , and past postings of full decisions.	3 SEA staff	July 1, 2009 – June 30, 2010	Any information disseminated will reflect current adopted guidelines.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

Consistent with comments in the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 18, the SEA is not required to provide baseline, targets, or improvement activities until any FFY in which 10 or more resolution meetings were held. Hence, in the FFY 2008 (2008-2009) APR, Iowa will not report data, baseline, or targets, because there were 9 or fewer resolutions reported in the actual target data. Though not required, Iowa will report on improvement activities targeted to maintain the number of resolution meetings held.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010, but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The measurement is derived specifically from rows included in 618 Table 7.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Percent = Number of resolution session settlement agreements reached divided by number of resolution sessions held times 100.

Baseline Data:

Because Iowa has yet to have a FFY in any SPP to-date, with 10 or more resolution meetings, Iowa is not required to report baseline data.

Measurable and Rigorous Target:

For Indicator 18 (Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements), the designated level of performance desired for FFY 2008 (2008-2009), is summarized in the box below.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	Not Applicable.*

***Note. Part B State Performance Plan Indicator Measurement Table provided by OSEP indicated: "States are not required to establish baseline or targets if the number of resolution sessions is less than 10."**

Actual Target Data:

Sixteen hearings were requested in FFY 2008 (2008-2009). Data for Indicator 18 are reflected in Section C of 618 Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data. The SEA is not required to establish baseline or targets, since B18 had fewer than 10 resolution meetings for FFY 2008 (2008-2009).

Of the 16 hearing requests filed between July 1, 2008, and June 30, 2009, none resulted in a hearing. Four resolution meetings were held, three of which reached an agreement.

Description of Corrective Actions Taken by the SEA:

Consistent with comments in the FFY 2007 (2007-2008) Response Letter from OSEP, for Indicator 18, the SEA is not required to provide baseline, targets, or improvement activities until any FFY in which 10 or more resolution meetings were held.

The SEA did not implement corrective actions in FFY 2008 (2008-2009) for Indicator 18. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities That Occurred for FFY 2008 (2008-2009). Iowa is exceeding OSEPs requirement for Indicator 18 because, although Iowa is not required to report on improvement activities, Iowa has taken a proactive approach on Indicator 18 and has implemented improvement activities on an accelerated schedule from what was reported in the SPP. Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B18.1 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator. Activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B18 because the activity did not specifically address measurement for this indicator.

Improvement activities, Measureable Outcomes, and Status/Next Steps, are summarized in the Table B18.1.

Table B18.1
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA changed the data collection system to an in-house designed Dispute Resolution Data Base.	Improved efficiency in data analysis.	Completed for FFY 2008 (2008-2009)
Provide technical assistance. The SEA will provide a format to better address ways to create solutions through the AEA Resolution Facilitator Process and to improve skill building capacities of the AEA Resolution Facilitator Coordinators.	A face-to-face meeting will be held with all AEA Resolution Facilitator (RF) Coordinators and mediators. Other ICN sessions will be held. The <i>Guide for the AEA Resolution Facilitator Process</i> and the <i>Guide for the Resolution Meeting</i> will be disseminated. A logo will be designed to identify with all AEA RF documents and a revised <i>Preparing for AEA Resolution Facilitator Process</i> brochure will be available for dissemination. A marketing plan will be in place. The number of requests for hearings, complaints, preappeals, and mediations will remain low. People will be willing to use the AEA Resolution Facilitator process because it helps resolve differences at the earliest level. If a hearing request is made, all parties will use the resolution meeting instead of a mediation or hearing to resolve differences.	Statewide meeting was held 9/17/08. Guides, logo and brochure were disseminated. A marketing plan was developed. Refinement of Guides, dissemination and marketing plan will be ongoing for FFY 2009 (2009-2010) and continuing annually through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided curriculum materials on appropriate dispute resolution to AEAs and Institutes of Higher Education.	Materials will be available by Summer 2009.	Some dissemination of curriculum has occurred electronically, including to the PTIC. Ongoing for FFY 2009 (2009-2010) and continuing annually through FFY 2010 (2010-2011)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. The SEA developed an action plan for preservice and inservice training in appropriate dispute resolution.	Options for ADR training will be available at both preservice and in-service levels.	Committee work has occurred with action plan but not full formal implementation. Ongoing for FFY 2009 (2009-2010) and continuing annually through FFY 2010 (2010-2011)
Provide technical assistance. The SEA developed a mentoring and coaching system for all AEA Resolution Facilitators.	Opportunities were provided to AEA Resolution Facilitators to be mentored and coached by SEA mediators.	Ongoing for FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided quarterly inservice to all mediators and administrative law judges on State policies and procedures.	Administrative law judges and mediators were trained in how to implement State policy and procedures.	Ongoing for FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance.	Administrative law judges have up-to-date knowledge on case law.	Ongoing for FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided AEAs and LEAs with the option of having state mediators serving as facilitators at resolution meetings.	LEAs and AEAs have an option for people to serve as resolution facilitators beyond the AEA Resolution Facilitator network.	Ongoing for FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided a format to better address ways to create solutions through the AEA Resolution Facilitator Process and to improve skill building capacities of the AEA Resolution Facilitator Coordinators.	The creation of additional guidance documents to be utilized by all AEA Resolution Facilitator Coordinators. The development of a communication system to timely address issues arising in the dispute resolution process.	A guidance document was written for the AEA Resolution Facilitator process and one for the resolution meeting when Resolution Facilitators are used, whether from AEAs or selected from the SEA mediators. Ongoing for FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). No explanation of progress or slippage is needed as Iowa has not yet exceeded 10 requests for resolution meetings.

In addition to the effect of improvement activities listed in Table B18.1, the SEA attributes performance on Indicator 18 to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of

resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2009 (2009-2010) are discussed in Table B18.2. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B18.1 will continue in FFY 2009 (2009-2010), and are not listed in Table B18.2).

Table B18.2
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide training/professional development. The SEA will provide Introduction to Mediation and Other Resolution Options training for the new mediators. Slots will be extended to others, e.g., PTI, AEAs, PEC, DE, P & A.	3 SEA	Fall 2009	Participants will learn skills to resolve differences, and new state-contracted mediators will be able to serve as mediators and resolution facilitators.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

In this APR, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2008 (2008-2009), the outcomes of improvement activities implemented in FFY 2008 (2008-2009), and changes to improvement activities to be reported on for FFY 2009 (2009-2010).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010, but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from Section B of 618 Table 7.

Measurement:

Percent = [(2.1(a) (i) + 2.1(b)(i)) divided by (2.1)] times 100.

Percent = Number of mediation agreements related to due process complaints + number of mediation agreements not related to due process¹² divided by number of mediations held times 100.

Measurable and Rigorous Target:

For Indicator 19 (percent of mediations held that resulted in mediation agreements), the designated level of performance desired for FFY 2008 (2008-2009), is summarized in the box below. The percent of preappeal conferences and mediations held that resulted in mediation agreements is a performance indicator. Therefore, each state was allowed by OSEP to set its own target from baseline data. The SEA, with input from stakeholder groups, revised the target in FFY 2007 (2007-2008) to reflect a range, and OSEP accepted the target.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	75% - 85% of preappeal conferences and mediations held will reach an agreement.

Actual Target Data for FFY 2008 (2008-2009):

Figure B19.1 shows the State Education Agency's (SEA) baseline, actual target data, and measurable and rigorous target for each FFY through FFY 2008 (2008-2009), on the percent of preappeal conferences and mediations held that reached an agreement for those filed between July 1, 2008, and June 30, 2009.

Iowa used the *Calculated Indicator Values for Annual Performance Reporting* from CADRE to calculate the actual target data for FFY 2008 (2008-2009). The calculation is 9/12, which is 75.00%.

¹² In Iowa mediations not related to due process are called "preappeal conferences."

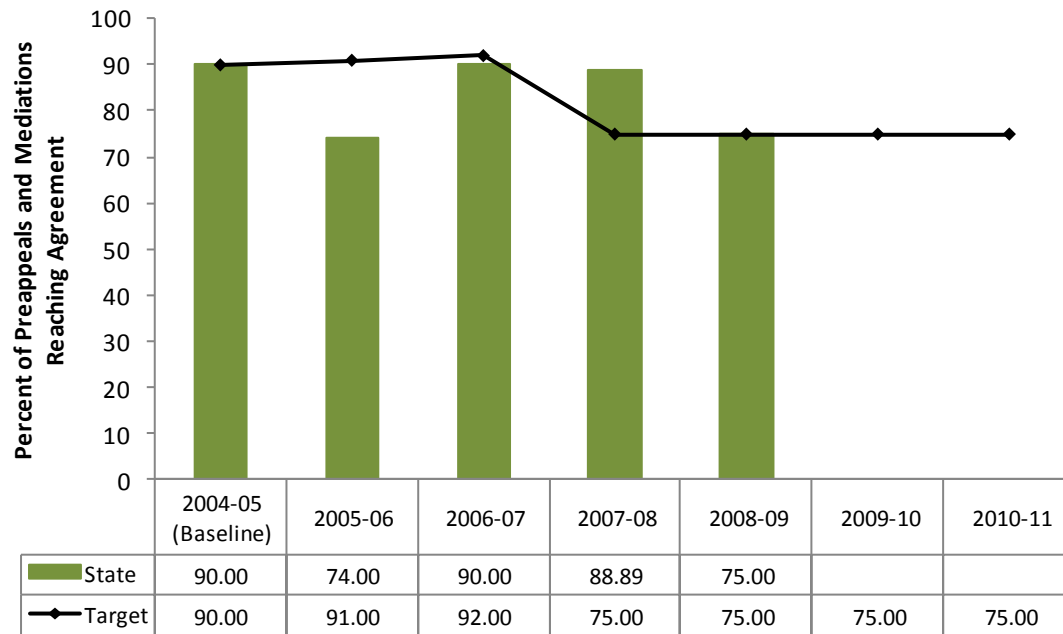


Figure B19.1. Trend for Percent of Iowa Preappeals and Mediations Held that Resulted in Agreement for Baseline and Two Years' Actual Target Data. *Source. Iowa Department of Education Preappeal and Mediation Data Reports, FFY 2004 (2004-2005) - FFY 2008 (2008-2009). Note: the targets were changed in the FFY 2007 (2007-2008) APR submitted to OSEP. The actual target range is 75%-85%; however, for graphing purposes the lower threshold was selected for display.*

As illustrated in Figure B19.1, the state measurable and rigorous target of 75.00% - 85.00% was met for FFY 2008 (2008-2009). Results of data indicated the SEA showed decline from prior years' submission: FFY 2007 (2007-2008) [88.89%] to FFY 2008 (2008-2009) [75.00%].

Table B.19.1 summarizes the total number of mediation requests made, the number held, and the number of agreements reached between July 1, 2008, and June 30, 2009. Data for Indicator 19 are reflected in Section B of 618 Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B19.2
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Evaluation. The SEA analyzed data collected through a survey of preappeal and mediation participants to determine the effectiveness of the process.	The SEA and mediators identified concerns within the preappeal and mediation process which led to either adjusting preappeal and mediation procedures or continuing with procedures deemed effective.	Ongoing FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Evaluation. The SEA analyzed data collected through a three month follow-up survey of preappeal and mediation parents and LEAs to determine whether the written agreements were being implemented.	The SEA identified concerns within the written agreement implementation process which lead to adjusting preappeal and mediation practices or continuing with procedures deemed effective.	Ongoing FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Improve systems administration and monitoring The SEA created a form, given to mediators, which was designed to identify systemic issues based on the type of issue identified and whether the issue was resolved.	The SEA did not identify systemic concerns, but addressed issues perceived to be systemic in nature.	Ongoing FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA reviewed the policies, practices, and procedures on the role of the shepherd in the preappeal and mediation process.	In FFY 2007 (2007-2008), the SEA had state mediator draft a job description of the shepherd to improve the utilization of the shepherd in the preappeal and mediation process. The desired outcome was a written description that can be implemented or rapidly revised. Mediators are required to distribute the job description to all shepherds at the preappeal and mediation. Some AEAs have modified their procedures to include the shepherd's job description in the AEA Resolution Facilitator process.	Ongoing FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Provide training/professional development. The SEA provided quarterly inservice to all mediators and administrative law judges on State policies and procedures.	The general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.	Ongoing FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)
Improve systems administration and monitoring. Qualification criteria, screening and interview processes were established for the desired outcome of contracting with new mediators. Provide mediation training to person/s if lacking the training in effective mediation techniques.	Three new mediators were selected and put on contracts. Mentoring/mentee training has occurred.	Ongoing FFY 2009 (2009-2010) and continuing through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows. Iowa met the State target of 75% - 85% for percent of mediations held that resulted in mediation agreements in FFY 2008 (2008-2009). Results of data indicated the SEA showed slippage from FFY 2007 (2007-2008) [88.89%] to FFY 2008 (2008-2009) [75.00%].

The SEA attributes the slippage that occurred from FFY 2007 (2007-2008) to FFY 2008 (2008-2009) in large part to the small number of cases. Small cell sizes make the percentages highly variable for this indicator. While Iowa SEA staff pay close attention to any drop in the number or percent of mediations resulting in agreement, it is difficult to attribute a difference of one or two cases to a systemic change. All monitoring and improvement activities in which Iowa staff have engaged during the past fiscal year indicate that the slippage reported here is the result of variation in an indicator on which we report a very small cell size and not a systemic issue.

Iowa attributes continued performance on this indicator to the training mediators have received, with mediators focusing greater attention on obtaining signatures on the agreements at an earlier stage. In addition, the SEA attributes the numbers of preappeals to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

One mediator has indicated that retirement is pending at the conclusion of FFY2009 (2009-2010). As such, the SEA is proposing one new improvement activity for FFY 2009 (2009-2010) that will continue over the duration of the SPP to address the potential need for training of new mediators. The proposed activity is summarized in Table B19.3. Activities that are described as ongoing in Table B19.2 are not relisted in Table B19.3.

Table B19.3
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide training/professional development. The SEA will provide <i>Introduction to Mediation and Other Conflict Resolution Options</i> training for the new mediators. Slots will be extended to others, e.g., PTI, AEAs, PEC, DE, P & A.	3 SEA, 3 trainers	Fall 2009	Participants will learn skills to resolve differences, and new state-contracted mediators will be able to serve as mediators and resolution facilitators for resolution meetings and the AEA Resolution Facilitator process.
Clarify/examine/develop policies and procedures. A written, systematic plan of action for training the newly contracted mediators will be implemented.	2 SEA, 6 contracted mediators	July 2009	This will provide formal guidance for the role of both the mentors (experienced mediators) and the mentees (newly contracted). The newly contracted mediators will fully understand SEA expectations.
Clarify/examine/develop policies and procedures. A document, <i>A Mediator's Guide to Special Education Preappeal Conferences</i> , will be written for the newly contracted and experienced mediators.	3 SEA, intern, 6 contracted mediators	Fall 2009	The document will help the new mediators correctly implement the preappeal process (before, during, and after) and will assist the experienced mediators with uniformity.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. A document, <i>A Mediator's Guide to Mediation (After a Request for a Hearing)</i> , will be written for the newly contracted and the experienced mediators.	3 SEA, 6 contracted mediators	Spring 2010	The document will help the new mediators correctly implement the mediation process (before, during, and after) and will assist the experienced mediators with uniformity.
Provide training/professional development. A day-long meeting, <i>Ways to Improve the Preappeal/Mediation Process</i> , will be held representing stakeholders involved in the preappeal and mediation process.	3 SEA, 6 contracted mediators, ALJs	Spring 2010	Improvement of the process for preappeal conferences and mediation. It will also provide confirmation of the elements that need to be retained.
Provide training/professional development. A plan will be developed to increase the number of people receiving conflict resolution training.	3 SEA, contracted mediators, ALJs	Winter-Spring 2010	The number of people completing the trainings will increase and fewer complaints, preappeal conferences, and hearings will be held.

Part B State Annual Performance Report (APR) for FFY 2008 (2008-2009)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by Iowa Department of Education (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components, and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and liaisons, and SEA staff.

Stakeholder groups with representatives of individuals with disabilities, parents, educators, administrators, private adult providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2006 (2006-2008) *Response Letter to Iowa*, OSEP analyzed Iowa's data for Indicator 20 from FFY 2006 (2006-2008). OSEP reported that Iowa's Status for Indicator 20 was:

The State's FFY 2007 reported data for this indicator are 100%. However, OSEP's calculation of the data for this indicator is 95.7%. These data represent slippage from the FFY 2006 of 100%.

In addition, OSEP Analysis/Next Steps for Iowa included:

OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2008 APR, due February 1, 2010, the State's data demonstrating that it is in compliance with the timely and accurate data reporting requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).

In reporting on Indicator 20 in the FFY 2008 APR, the State must use the Indicator 20 Data Rubric.

In this APR, Iowa will (a) demonstrate compliance with the timely and accurate data reporting requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b), (b) report on FFY 2008 (2008-2009) data, and (c) use the Indicator 20 Data Rubric.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2010 but no later than April 1, 2010, the FFY 2008 (2008-2009) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2008 (2008-2009) response letter to Iowa expected for receipt prior to July 1, 2010.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2010. AEA profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=599&Itemid=1590.

District profiles are posted at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=600&Itemid=1591.

Iowa's Accountability Workbook is available at:
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=655&Itemid=1308.

Monitoring Priority: Effective General Supervision Part B Timely and Accurate

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

The provision of timely and accurate data (618 and State Performance Plan and Annual Performance Report) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Actual Target Data for FFY 2008 (2008-2009):

In the FFY 2008 (2008-2009), the SEA monitored the timeliness and accurateness of data collected and analyzed for 618 Data Tables, FFY 2008 (2008-2009) State Performance Plan and the FFY 2008 (2008-2009) Annual Performance Report through ongoing verification and validation reports as provided by Iowa's Information Management System (IMS). The SEA and AEA personnel conducted desk audits and selected onsite reviews of needed data. Table B20.1 summarizes timely and accurate data for FFY 2008 (2008-2009).

Table B20.1
SEA Type and Number of Reports Submitted to OSEP for Timely and Accurate Data,
FFY 2008 (2008-2009)

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	*N/A	*N/A	0
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	36
APR Score Calculation	Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		41

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/09	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/09	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/09	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/10	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/09	1	1	1	N/A	2
				Subtotal	20
618 Score Calculation		Grand Total (Subtotal X 1.9523) =			39.05

Indicator #20 Calculation	
A. APR Grand Total	41.00
B. 618 Grand Total	39.05
C. APR Grand Total (A) + 618 Grand Total (B) =	80.05
Total N/A in APR	0
Total N/A in 618	1.9523
Base	80.05
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

Source. 618 Data Tables, State Performance Plan and Part B Grant Application for FFY 2008 (2008-2009).

Figure B20.1 shows the target was met for FFY 2008 (2008-2009). Results of state data indicated the target was met with 100% provision of timely and accurate data for 618 Tables, the State Performance Plan, and the Annual Performance Report.

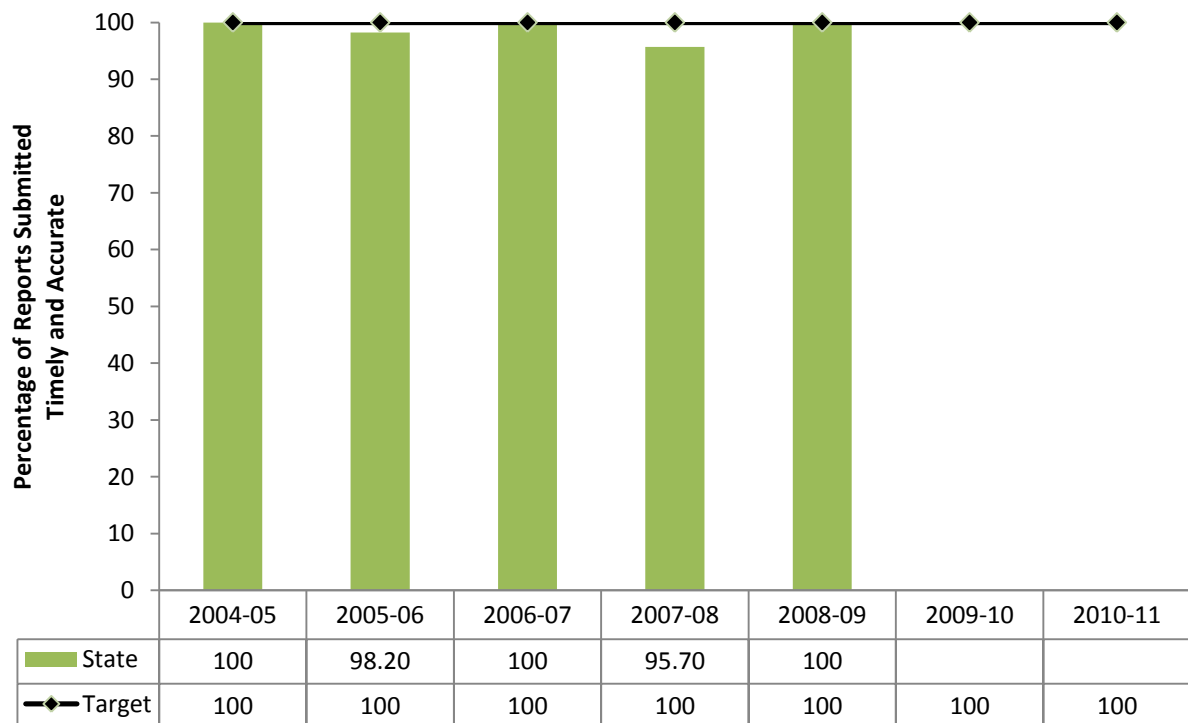


Figure B20.1. SEA Percent for Submitting Timely and Accurate Data for Required OSEP Reports. Source. 618 Data Tables, State Performance Plan and Annual Performance Reports, FFY 2008 (2008-2009).

As depicted in Table B20.1 and in Figure B20.1, for FFY 2008 (2008-2009), Iowa met the measureable and rigorous target for Indicator 20, with 100% of required reports filed with OSEP in a timely manner and with accurate data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Discussion of Improvement Activities Completed in FFY 2008 (2008-2009). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B20.2.

Table B20.2
Improvement Activities Completed for FFY 2008 (2008-2009)

Improvement Activity	Measureable Outcomes	Status/Next Steps
<p>Improve data collection. The SEA implements a 4-step data verification process for data entry.</p> <p>Step 1. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed, IEP team members are contacted for specific data or the IEP is returned for corrections.</p> <p>Step 2. The data entry system has built in checks for duplicate data or for correcting required fields being left blank</p> <p>Step 3. AEAs received verification reports on data. The Verification Report is monitored by the SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit).</p> <p>Step 4. SEA data personnel periodically review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.</p>	IMS data are accurate.	Ongoing through FFY 2010 (2010-2011)
<p>Improve data collection. Indicator leads and data analysts met 1-3 times over the course of the FFY to ensure data were accurate.</p>	Accurate data for analysis for all Indicators.	Ongoing through FFY 2010 (2010-2011)
<p>Improve data collection. Data were sent to AEAs for verification and correction for Indicators B4, B7, B11 and B12.</p>	Accurate data for analysis for all Indicators	Ongoing through FFY 2010 (2010-2011)
<p>Improve data collection. OSEP analysis/next steps, measurement table, and APR checklist were used to write APR reports.</p>	Required data elements included for each Indicator.	Ongoing through FFY 2010 (2010-2011)
<p>Improve data collection. OSEP tables were checked against APR and State Report Card data, where applicable, for accuracy.</p>	No Indicator using 618, State Report Card or other required data table (Indicators 16-19) had a measurement variance requiring explanation.	Ongoing through FFY 2010 (2010-2011)
<p>Clarify/examine/develop policies and procedures. The SEA reviewed data collection policies, procedures, and practices for Indicators 1, 2, 3, 4, 5, 7, 9, 11, 12, 13, 14, 15, and 20.</p>	Data definitions are consistent with OSEP's definitions. Data in IMS, EASIER and ISTAR are collected and entered consistent with Indicator definitions.	Ongoing through FFY 2010 (2010-2011)
<p>Provide technical Assistance. The IMS works with AEA data entry staff to ensure consistent and accurate data entry.</p>	Data generated from IMS are accurate	Ongoing through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2008 (2008-2009). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2008 (2008-2009) measurable and rigorous target for timely and accurate data, with 100% of reports submitted being timely and accurate. This represents an improvement from the FFY 2007 (2007-2008) level of 95.70%.

The SEA attributes this improvement to (a) continued efforts by SEA personnel to submit accurate 618 and SPP/APR data on time and accurately, (b) efforts by SEA personnel to coordinate 618 data submissions with Iowa's EdFacts coordinator, (c) continued efforts by SEA, AEA, and LEA personnel to verify and validate data.

Per OSEP requirements set forth in the December 13, 2008 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2008 (2008-2009):

1. What analysis was conducted to determine where noncompliance was occurring?
 2. Why was noncompliance occurring?
 3. What changes in policies, procedures and practices were determined necessary?
 4. How does the state know that timely correction occurred?
 5. If timely correction did not occur, what enforcement actions were taken by the state?
1. The SEA determines if noncompliance is occurring with respect to Indicator 20 by examining each data submission from LEAs and AEAs for accuracy and timeliness.
 2. No noncompliance was determined to be occurring for FFY 2008 (2008 – 2009). In FFY 2007 (2007-2008) Iowa's percentage for Indicator 20 fell below 100% because SEA staff and Iowa's SEA staff failed to make the same edits to multiple copies of one of the 617 tables.
 3. Practices were altered for FFY 2008 (2008-2009) so that multiple copies of the 618 tables do not exist.
 4. The SEA knows that timely correction of noncompliance has occurred when data is received back from AEAs or LEAs and the data files are corrected for missing data or outliers, and when the percent of data submitted timely and accurate reaches 100%. The SEA also verifies that in each program for which noncompliance is identified, the specific regulatory requirements are being correctly implemented by ensuring that AEA and LEAs adopt and are trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code.
 5. While not required to be exercised for FFY 2008 (2008-2009), the SEA determines any LEA or AEA not submitting 100% of data on time and accurately to be in need of assistance in implementing the IDEA, and also requires the LEA or AEA to write a corrective action plan if the problem persists for more than one year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (2009-2010):

As this is a compliance indicator, there will be no revisions to the measureable and rigorous target of 100%.

Proposed activities for FFY 2009 (2009-2010) are presented in Table B20.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2009 (2009-2010) that will allow Iowa to meet measureable and rigorous targets for both FFY 2009 (2009-2010) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B11.4 will continue in FFY 2009 (2009-2010), and are not listed in Table B11.5).

Table B20.3
Proposed Activities for FFY 2009 (2009-2010)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. The SEA will review all indicators and 618 data elements to ensure that measurement is aligned with OSEP reporting requirements.	3 SEA Staff	July 1, 2009 – June 30, 2011	Actual data for Indicator B20 will increase to 100%
Improve data collection. The SEA will develop a plan for implementing an audit of special education data systems.	2 SEA Staff	July 1, 2009 – June 30, 2010	The SEA will develop a plan for implementing a data audit to ensure that effective data validation and verification are occurring.
Provide technical Assistance. The SE will develop specific verification and validation reports for Indicator 12 data.	1 SEA staff, 1 IMS staff	September 1, 2009 – June 30, 2010	Actual data for Indicator B12 will increase to 100%
Clarify/examine/develop policies and procedures. The SEA will clarify procedures around Indicator B7.	3 SEA staff, 10 AEA staff	January 1, 2010 – June 30, 2011	ECO data will be more valid and reliable.
Clarify/examine/develop policies and procedures. The SEA will develop policies and procedures for the continuing identification of children and students with IEPs using the seven new race and ethnicity codes.	Two SEA staff, 10 AEA staff	July 1, 2009 – June 30, 2011	Race and ethnicity data based on the new codes will remain valid and reliable.